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ABSTRACT

Four interrelated research activities examined the missions of area vocational centers (AVCs) in Illinois and identified new and/or expanded roles and functions that AVCs might play in collaboration with sending schools, colleges and universities, business and industry, and other job training providers. The following activities were conducted: (1) a review of current vocational education (VE) literature on the rationale for restructuring secondary schools and related activities; (2) the convening of four focus groups (two each in Morris and Springfield, Illinois) to identify problems and issues that AVCs face regarding their roles within Illinois' VE delivery system and exemplary programs and services currently being provided by Illinois' AVCs; (3) a mail survey of Illinois AVC directors, sending school administrators and counselors, AVC teachers, AVC students and graduates, and parents; and (4) a survey of state directors of VE and telephone interview with representatives in their states. The findings from the surveys were summarized, analyzed, and synthesized into six conclusions along with accompanying recommendations and suggested actions. (Appendixes include a literature review and 27 references, a summary of the focus groups' proceedings, and copies and results of the surveys of stakeholders in Illinois' AVCs and AVC leaders in the United States.) (MN)

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ED 360 480

WORLD-CLASS WORKFORCE PREPARATION

EMPOWERING ILLINOIS AREA VOCATIONAL CENTERS FOR NEW REALITIES

Prepared for

Illinois Council on Vocational Education,
Illinois State Board of Education, and
Illinois Area Vocational Directors Council

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INTRODUCTION

The important thing about a problem is not its solution, but the strength we gain in finding the solution.

Author unknown.

The first Area Vocational Centers (AVCs) in Illinois were opened in the late 1960s. Their primary purpose was to make high-cost/low-incidence and capstone vocational programs available to youth and adults throughout the State. They were constructed in areas where local districts entered into voluntary agreements to develop a center. During the 1970s their number grew to 31 and annually they enrolled some 20,000 secondary students. About one-half of Illinois' secondary school districts were sending students to an AVC. For many years the Illinois' AVCs were a strong, well-supported, and critical segment of the State's vocational education delivery system.

The AVC movement in Illinois is now 25 years old. Time itself can be a great innovator and it appears to have had its impact on many of the AVCs in Illinois. New emphases in federal legislation; new policies for planning, governing, and funding the delivery of vocational education in Illinois; technological changes in the workplace; rising costs for vocational education; decreasing enrollments in secondary schools; and reduced financial support for education all have contributed to the closing of six Illinois' AVCs and bringing some others to debilitating stages. Illinois AVCs currently enroll about 13,000 secondary students and these numbers continue to decline.

Vocational education at all levels is experiencing and will continue to experience sweeping change as our nation moves to restructure schools and schooling. In years ahead vocational education will be serving students with broader ranges in their abilities and in their ages. It will be serving students with a host of new career objectives.

The distinction between "academic" and "vocational" courses will be less apparent. The former will become more applied and the latter will place more emphasis on the theoretical and technological aspects of the occupational specialty. Much of the emphasis at the secondary level will be on preparation for postsecondary vocational education and retraining throughout one's career. Workers in many occupational areas will not only need upgrading but recycling into new technical competencies as the technology of their occupational specialties changes. The curriculum will become truly competency based and offered less in scheduled courses or other time-based units and more in accord with individual student's needs and job requirements.

The secondary curriculum also will be carefully articulated. Articulation agreements with postsecondary vocational programs in community colleges and technical schools as well as with some colleges and universities will be common. Equally common will be agreements that will have secondary vocational education personnel and facilities addressing the needs of adult clientele from, for example, union apprenticeship programs, JTPA programs, and business and industrial training programs, and down-sized military forces.

Area vocational centers that will continue to play a major role in the delivery of

vocational education and services will have missions that take into account the changes that we are seeing in the enterprise. Those centers that fail to renew their missions, programs, and services in light of these changes are in danger of becoming expendable segments of the delivery system.

The Illinois Department of Adult, Vocational and Technical Education and the Illinois Council on Vocational Education believed it was prudent to: (1) review the missions of the AVCs in Illinois; and (2) identify new and/or expanded roles and functions that AVCs might serve as they work in concert with sending schools, colleges and universities, business and industry, workforce preparation centers, JTPA service delivery agents, the military, and labor unions within their Education for Employment (EFE) regions.

The purpose of this project was to provide information, data, and recommendations to assist Illinois' educators and policy makers to refine the role(s)/direction(s)/focus(es) of the AVCs as an integrated part of the State's delivery system for vocational and technical education.

PROCEDURES

Four interrelated research activities were utilized in achieving the purpose of this project: (1) reviewing current vocational education literature; (2) convening Illinois' focus groups; (3) conducting statewide mail surveys of stakeholders; and (4) surveying State Directors of Vocational Education and conducting telephone interviews with representatives in their states. Full reports of the results of each of these four procedures are appended to this report. A brief description of each of the procedures used in this project follows.

Literature Review

He will go far, who knows from the first whither he is going.

Author unknown.

A review of current vocational education literature was compiled to identify published reports of instances where secondary-level vocational education has been restructured to better serve the educational needs of youth and adults. These reports were analyzed to (1) identify the rationale or basis for restructuring secondary schools in the U.S. and (2) identify restructured vocational and technical education program and service activities which have implications for refocusing the missions of Illinois' AVCs.

The rationale for restructuring secondary schools that was found in the literature review is consistent with the 14 program improvement initiatives presented in Illinois' *State Plan for Workforce Preparation: Performing to World-Class Standards* (Illinois State Board of Education, 1992). Likewise, a wide variety of reform initiatives associated with vocational and technical education programs and service activities was identified in the literature review.

Virtually all of these initiatives are consistent with the current state plan for workforce preparation in Illinois. They are:

- High Schools with Character or Focused Schools,
- Tech Prep or 2+2 Programs,
- School-Business Partnerships for Career Preparation,
- Vocational Academies,
- Alternative Schools,
- Second-Chance Programs for Dropouts and Poorly Prepared Youth,
- Cooperative Education Programs,
- School-Based Enterprise (SBE) Programs,
- Youth Apprenticeships,
- Outcome-Based Education (OBE) Programs,
- Integrating Academic and Vocational Programs, and
- Adult Education Programs.

The rationale for restructuring secondary schools and brief reviews of the foregoing listed reform initiatives are presented in the literature review, Appendix A.

Illinois' Focus Groups

Progress begins with getting a clear view of the obstacles.

Author unknown.

A series of focus groups (two each in Morris and Springfield, Illinois) were conducted with Illinois' AVC Directors and with representative sending-school administrators, EFE Regional System Directors, and business and industry representatives. The probing questions for each group were designed to identify
(1) problems and issues that AVCs experience regarding their role(s) within the Illinois' vocational education delivery system and (2) exemplary programs and services currently being provided by Illinois' AVCs that might be used in refocusing the missions of other Illinois' AVCs.

The proceedings of each of these focus group meetings were recorded on audiotape, transcribed verbatim, and summarized. Listings of the personnel who participated in each focus group and a summary of the problems and issues and "success stories" described by the participants are presented in Appendix B.

Survey of Stakeholders in Illinois' AVCs

In our haste to deal with the things which are wrong, let us not upset the things which are right.

Author unknown.

All Illinois' AVC Directors and samples of AVC teachers, students, graduates, and parents and sending school administrators and guidance personnel were surveyed via mail. Survey instruments were designed specifically for each of the foregoing groups. The purpose of these surveys was twofold: (1) to determine the magnitude of the problems and issues identified in the focus group meetings and the degree to which they are related to selected demographic variables associated with Illinois' AVCs and (2) to determine the degree to which the AVC success stories presented in the focus group meetings would be transportable to other Illinois' AVCs.

The number of instruments sent to each category of respondents and their rates of return were as follows:

	Number Sent	Percent Returned
Illinois' AVC Directors	25	100%
Sending School Administrators	58	77%
Sending School Counselors	65	87%
AVC Teachers	87	87%
AVC Students	127	85%
AVC Graduates	103	69%
Parents	49	65%

The responses received from these stakeholders in AVC programs were analyzed and the findings and conclusions drawn from the analysis are presented along with the survey instruments in Appendix C.

Survey of AVC Leaders in the United States

> *Every generation needs regeneration. Every reform needs examples more than advocates.*
>
> Author unknown.

Letters over Dr. Richard Miguel's signature were sent to all State Directors of Vocational Education in the U.S. The letters briefly described the purpose of the Illinois' AVC project and requested that each State Director provide the name, title, and telephone number of the person who would be most knowledgeable of the AVCs within his/her state. A self-addressed and posted postcard was enclosed with each letter to facilitate each State Director's response.

Responses were received from 40 states. An interview guide was prepared with probing questions to elicit information on the current status and future direction(s) of the AVCs within the 26 states that reported having them. The person identified by the State Director of Vocational Education in each of the responding states was interviewed via telephone. A listing of the responding states, the probing questions addressed in the interview, and the findings and conclusions of these interviews are presented in Appendix D.

FINDINGS

The findings of this project focus on (1) the major problems and issues currently confronting Illinois' AVCs (and AVCs in many other parts of our nation) and (2) potential solutions to these problems and issues. The problems and issues were identified and quantified through in-state focus group and survey activities (Appendices B and C, respectively). The potential solutions were identified in the literature review, focus group, and national survey activities of this project (Appendices A, B, and D, respectively). Each solution's potential for implementation in Illinois' AVCs was assessed through the survey of stakeholders in Illinois' AVCs (Appendix C).

One key finding of this project was that the problems and issues that are perceived as being major ones for Illinois' AVCs are of two types, those that generalize to all AVCs in the State and those that do not. This project found a number of acute problems and issues that were common to all AVCs in the State. Listings of the more significant statewide problems and issues follow.

Significant Problems and Issues for All Illinois' AVCs

Image. Stakeholders perceive the AVCs in Illinois to be affected negatively by image-related problems and issues including:

- Being viewed as serving only low-ability students,
- Being viewed as being inappropriate for college-bound students,
- Having AVC enrollments limited by college entrance requirements, and
- Being viewed negatively by high school counselors.

Program Priority. The major program priority-related problems perceived by stakeholders as negatively affecting Illinois' AVCs are:

- Counselors sending fewer students to AVCs and
- Sending school personnel being concerned about maintaining enrollments in their schools.

Teacher Preparation and Development. The lack of new, young instructors entering the profession was seen as a major problem for Illinois' AVCs.

State Leadership and Funding Policies. Stakeholders view the AVCs in Illinois to be affected negatively by three major problems:

- Lack of leadership at the state level,
- Inadequate funding for equipment, and
- Lack of a statewide mission and goal statement for AVCs.

AVC Role in EFE Regions. The role of the AVCs within their respective EFE regions is viewed by stakeholders to be a major problem having two dimensions:

- EFE regions creating competition for AVC funds and
- EFE structures duplicating AVC functions.

Regional Differences in Problems and Issues for Illinois' AVCs

The foregoing listings of problems included only those that were perceived to be acute for AVCs in all segments of the State. Many regional differences were found to exist in stakeholders' perceptions of problems and issues faced by Illinois' AVCs. Three geographic regions and the problems and issues that were found to be particularly acute for each region are as follows:

Suburban Chicago. Chicago, Cook and Lake Counties, and the former DAVTE Region One.

- Separateness of AVC programs from other instruction,
- Increasing tuition at the AVC,
- Lack of a well-defined role for AVCs in EFE regions, and
- Competition for AVC funds by EFE regions.

Northern Illinois. Former DAVTE Regions Two, Three, and Four.

- Vocational education as a decreasing priority to secondary school administrators,

- Feeder schools' concern about their own enrollment levels, and
- Lack of business and industry personnel involvement in AVC programs.

Southern Illinois. Former DAVTE Regions Five and Six.

- Business and industry opinion of AVC programs,
- Perceived image of vocational education by counselors and students,
- Vocational education as a decreasing priority to secondary school administrators,
- Decreasing need for a capstone program at the AVC,
- Increasing tuition at the AVC,
- Feeder schools' concern about their own enrollment levels,
- Availability of job placement services for AVC students,
- Lack of a statewide curriculum for vocational courses,
- Finding adequate in-service for instructors,
- Not filling vacant positions for financial reasons, and
- Teacher burnout.

Director Role-Related Differences in Problems and Issues for Illinois' AVCs

For some problems and issues, different points of view were found to exist between AVC Directors who jointly hold the position EFE Regional Director and AVC Directors who do not. Problems and issues related to the role of the AVC within its EFE Region were the only ones where differences in perceptions were found between the two types of Directors. AVC Directors who *were not* also EFE Regional Directors perceived the following problems and issues to be much more acute than did the joint AVC/EFE Directors.

- AVCs have no clout in the EFE Regions.
- Role of the AVC in the EFE is not well defined.
- AVC staff not included in EFE planning.
- EFE Regions create more competition for AVC funds.
- EFE fund distribution by controlling boards is too political.

Enrollment Trend-Related Differences in Problems and Issues for Illinois' AVCs

For some problems and issues significantly different points of view were found to exist among AVCs which are experiencing different enrollment trends. The problems and issues that were found to be significantly more acute for AVCs with either increasing, decreasing, or stable enrollment trends are as follows:

Decreasing Enrollments

- Tuition increasing at the AVC,
- Fewer students being sent to the AVC by counselors,
- AVC role in tech prep not well defined,
- Business and industry personnel not involved in AVC programs,
- Lack of new, young instructors entering the profession,
- AVCs have no clout in EFE Regions,
- The role of the AVC in the EFE is not well defined,

- EFE Regions create more competition for AVC funds, and
- EFE fund distribution by controlling boards is too political.

Stable Enrollments

- Instruction in math, science, and English not available on site,
- AVC courses and programs are not integrated with academic courses,
- University programs not keeping pace with needs of instructors, and
- Lack of clear statewide mission and goal statements for AVCs.

Increasing Enrollments

- EFE Regions create more competition for AVC funds.

Potential Solutions for AVC Problems and Issues

As indicated earlier, the focus group and literature review activities identified potential solutions for the problems and issues currently being faced by Illinois' AVCs. The perceived potential of each solution was assessed through the survey of stakeholders in Illinois' AVCs. The findings of this survey are organized and presented here by respondent groups.

Students' and Graduates' Views of Potential Solutions. Students and/or graduates perceived the following potential solutions to the problems and issues faced by their AVCs to be good ideas:

- Better image of vocational education in the eyes of parents,
- Offer academic and vocational instruction at the AVC,
- Make AVC programs appropriate for college-bound students,
- Have counselors tell students more about the AVC,
- Add state-of-the-art technology in AVC classrooms and labs,
- Provide career counseling services for AVC students,
- Provide job placement services for AVC students,
- Better equipment in AVCs,
- Improve image of vocational education in the eyes of counselors and students,
- Involve business and industry personnel in AVC programs,
- Make AVC programs high tech, and
- Make AVC part of tech prep.

AVC Directors' and Sending School Administrators' Views of Potential Solutions. AVC Directors and/or sending school administrators perceive the following solutions to have great potential:

- Replace less valid programs with high need programs,
- Provide a cornerstone for articulated 2+2 tech prep programs,
- Produce radio and TV spots promoting the AVC,
- Use advisory committee members to promote the AVC,
- Conduct career outreach programs for grades 6-8,
- Develop sample student plans with community colleges to demonstrate how high

school vocational courses fit,
- Provide career counseling for junior high and middle school students,
- Establish a certification process for program graduates,
- Use AVCs as certification centers for the EFE regions,
- Establish contracts to do training for local businesses,
- Eliminate programs that duplicate or compete with others,
- Raise money from local businesses to support promotional activities,
- State clearly the Illinois' performance standards for students,
- Contract with local unions for training apprentices, and
- Combine EFE and AVC leadership responsibilities into one position.

Regional Differences in Views of Potential Solutions

Some regional differences were found in stakeholders' perceptions of the potential that solutions had for improving their AVCs. These regions and the solutions perceived as having great potential for each region follow:

Suburban Chicago

- Approach non-member districts and allow them to send students to the AVC (at regular tuition rates) without voting rights,
- Lease space to local community colleges,
- Increase private sector participation in program planning,
- Conduct a sophisticated needs assessment of the region,
- Industry-funded AVC programs,
- Offer programs and services for JTPA clients,
- Provide dropout prevention services, and
- Provide computerized remediation and tutorial services.

Northern Illinois

- Employ a professional marketer to promote the AVC.

Southern Illinois

- Establish 8-period days with a required 6-period course load in sending schools,
- Initiate promotional activities directed at superintendents,
- Increase private sector participation in program planning,
- Industry-funded AVC programs, and
- Conduct a sophisticated needs assessment of the region.

Role of AVC Director in the EFE Region and Perceptions of Potential Solutions

AVC Directors (both those who served as joint AVC/EFE Directors and those who did not), and the administrators from their respective sending schools were found to be very much in accord with their assessments of the potential solutions for the problems. There were only two exceptions. One, sending school administrators not associated with joint AVC/EFE Directors perceived raising money from local businesses to support promotional activities as

having much greater potential than did the administrators who were associated with joint AVC/EFE Directors. Two, non-joint AVC/EFE Directors and administrators from the sending schools they serve perceived much stronger potential for eliminating programs that duplicate or compete with others than did joint AVC/EFE Directors and their associated sending-school administrators.

Potential Solutions from Out-of-State Sources

Both the literature review and the survey of AVC leaders in the U.S. that were conducted as parts of this study found programs and activities which appear to have potential for addressing some of the problems and issues that were identified in this study. Many were the same or similar solutions whose potential was assessed in the survey of stakeholders in Illinois' AVCs. Several were not. The latter are presented here.

- Transforming AVCs into focused schools,
- Implementing school-business partnerships for career preparation,
- Creating vocational academies within AVCs,
- Transforming AVCs into alternative schools,
- Upgrading cooperative education programs in the AVCs,
- Implementing school-based enterprise programs,
- Implementing youth apprenticeship programs in AVCs,
- Implementing outcome-based education programs in AVCs,
- Providing customized training for business and industry,
- Providing evening classes for retraining and upgrading local adult workers,
- Offering AVC courses off campus, right in corporate or public facilities,
- Doing "less-than-class-size contracting" with local business and industrial concerns,
- Implementing distance education using mobile laboratories and/or advanced electronic communication technologies,
- Employing AVC-based guidance personnel to work directly with counselors in their sending schools,
- Implementing applied academics,
- Transforming AVCs into magnet schools or into campuses with very specialized vocational programs, like aviation,
- Implementing vocational special needs programs, and
- Employing AVC-based industrial coordinators who aggressively form school-business partnerships in the local community.

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTED ACTIONS

You are doing your best only when you are trying to improve what you are doing.

Author unknown.

The findings of the literature review, focus group, and survey activities conducted for this project support some broad, general conclusions. Each focuses on the current status of the AVCs within public secondary education in Illinois. Likewise, each has implications for renewing the mission(s) of these AVCs as well as the recommendations and suggested actions that are advanced to achieve that end.

The recommendations and suggested actions presented here are to assist in planning statewide, EFE Region, and AVC activities related to the conclusions of this investigation. The related recommendations and suggested actions come directly from or are based upon the findings of the literature review, focus group, and state and national survey activities of this project. Due to the interrelatedness of the six broad, general conclusions, several of the suggested actions presented herein will have implications for two or more conclusions and recommendations.

The major actions suggested by the findings, conclusions, and recommendations of this project are listed in this section of the report. In addition to these major actions, a number of "minor" actions are suggested by the students', graduates', AVC Directors', and sending school administrators' views of potential solutions. They are presented in the findings section of this report, pages 8-10.

Six broad general conclusions flow from the findings of the research activities conducted for this project. Their focuses are (1) **change**, (2) **image**, (3) **enrollments**, (4) **role**, (5) **funding**, and (6) **leadership**. These conclusions, some discussion of each, and related recommendations and major suggested actions follow.

<u>Conclusion One: Change</u>. **The future status of AVC and other vocational programs in Illinois and across the nation will be determined more by how successful they have been in responding to the change that this State and nation have been seeking to have wrought in its public secondary schools and schooling than it will be determined by their successes of the past.**

Illinois' AVCs are very much needed in the restructured schools movement within the State. They should take a leadership role in it. They should break out of their current paradigm and seize this opportunity to discover their future in new paradigms for preparing students to make the transition from school to work.

Few, if any, good AVC programs would be alike. However, they would share some common features, i.e., competency-based, integrated, and articulated curricula; student

oriented, interdisciplinary "core" teams and senior projects; authentic assessment of learning; program performance indicators; vocational preparation central to the curriculum; students connecting what they learn in class to the outside world; and the like. These restructured AVCs would publish their "report cards" within their local communities. "Grades" for AVC program evaluations would be based on criteria such as:

- attendance,
- value-added achievement scores,
- job placements,
- discipline problems,
- post-secondary placements,
- dropout rate,
- graduation rate, and
- participation in student organizations.

AVC programs will need to be modified to better meet the challenges of the restructured schools movement in Illinois and play a leadership role in it. Some may even be deleted if they are unable to adapt or it is determined that they are no longer needed. Enrollment trends will weigh heavily in determining the need for program modification or elimination.

Recommendation. **DAVTE provide the vision/direction for AVC personnel and EFE regional leaders to plan and to implement vocational education-based restructured-schools initiatives within Illinois' AVCs.**

Suggested Actions.

- **DAVTE personnel, AVC Directors, and EFE regional leaders establish a taskforce to form a partnership to develop vision/direction for AVCs in Illinois.**

- **AVCs become the demonstration centers for implementing and demonstrating vocational education-based restructured schools initiatives in Illinois such as tech-prep, youth apprenticeship, or one or more of the other ten program initiatives identified in the literature review (page 4).**

- **AVCs share the results of their restructured-schools initiatives with selected groups of educators from throughout the State, particularly when the results are positive.**

- **DAVTE provide assistance in disseminating the "success stories" of AVCs which have implemented restructured-schools initiatives.**

Conclusion Two: Image. **Large or small (deserved or not), negative images of vocational education in general and/or of a particular Illinois' AVC will be reflected to some degree in the enrollment trends and funding for that AVC.**

There is a long-standing stigma that vocational education must bear. That is, vocational education is generally viewed as good education for the neighbors' children, but not our own. This image may cause slight reductions in enrollment or funding for an AVC. But, it will not have a great impact on strong programs that are responding to the current workforce development needs in the local community.

Image becomes a most difficult problem when it is (1) negative, (2) prevalent, and (3) based on deep and long-standing prejudice(s). In these instances the negative image will be overcome only by implementing new and dramatically different programs that currently enjoy a high level of acceptance in the State and nation. For example, tech-prep and youth apprenticeship programs are enjoying high levels of acceptance among Illinois' educators and policy makers.

Recommendation. Work to overcome any negative image that vocational education and the AVCs might have by (1) offering new and dramatically different vocational programs and initiatives where student interest and need are present and (2) aggressively promoting them in the community on the basis of their quality and need.

Suggested Actions.

- **DAVTE examine its program approval process to increase its flexibility with regard to new and innovative program initiatives.**
- **AVC Directors establish a not-for-profit AVC Foundation to solicit and receive support from business and industry statewide to assist AVCs in underwriting statewide promotional activities in support of vocational education.**
- **Employ AVC-based Industrial Coordinators to assess local training needs, develop school-business partnerships, and promote the AVC and its programs in the community.**
- **DAVTE provide training, certification, and salary reimbursement for AVC-based Industrial Coordinators employed at AVCs which have achieved or are achieving substantial progress in meeting the new realities of secondary education in Illinois.**
- **AVCs produce local radio and TV spots to promote their programs.**
- **AVCs raise money from local businesses to support promotional activities.**
- **AVCs use advisory committee members to promote AVC programs.**
- **AVCs develop sample plans with community colleges to demonstrate how AVC courses articulate.**
- **AVCs continue to work with advisory committees to monitor programs to insure that they remain viable, and that only the viable remain.**

Conclusion Three: Enrollments. Declining secondary-level enrollments in Illinois and across the nation are the primary impetus for change in AVC programs and services, both positive and negative.

One early change within Illinois' AVCs (in response to declining enrollments) was to close down the "afflicted" centers. At present, 56% of AVC Directors report that enrollments at their centers are declining, 20% increasing, and 24% remaining stable. Clearly, at least 56% of Illinois' AVCs have a need to increase their share of the declining population of secondary students who are enrolled in the sending high schools they serve and/or attract new students from other populations including adults in the community who need vocational training or retraining to become more productive workers.

They can do this if they (1) are leaders in the movement to restructure/reform vocational education in Illinois, (2) offer quality programs and services that match both local workforce needs and student vocational interests and (3) promote these programs and services among students; parents; sending school teachers, counselors, principals, and school board members; local businesses and industries; and JTPA-Service Delivery Area directors.

Recommendation. **AVCs continue to increase their share of the students enrolled at the sending schools they serve and/or the numbers of students they serve from among (1) adult populations in local businesses and industries and (2) local unemployed youth and adults.**

Suggested Actions.

- **Employ AVC-based Industrial Coordinators to assess local training needs, develop school-business partnerships, and promote the AVC and its programs in the community.**
- **DAVTE provide training, certification, and salary reimbursement for AVC-based Industrial Coordinators employed at AVCs which have achieved or are achieving substantial progress in meeting the new realities of secondary education in Illinois.**
- **Employ AVC-based guidance personnel to work directly with counselors in sending schools to determine levels of need for and to generate student interest in AVC programs.**
- **AVCs develop sample plans with community colleges to demonstrate how AVC courses articulate.**
- **DAVTE reconcile the policies related to applied academic courses and college entrance requirements.**
- **AVCs produce local radio and TV spots to promote their programs.**
- **AVCs continue to work with advisory committees to monitor programs to insure that they remain viable, and that only the viable remain.**

Conclusion Four: Role. **The State Board of Education has not made a decision on AVCs as a priority or on the role(s) of AVCs within both the EFE Regions and Illinois' vision for world-class workforce preparation.**

Prior to 1984, there were no EFE Regions and Illinois' AVCs had a well defined role in the State delivery system for secondary and adult vocational education. The AVCs' role was to provide high-cost/low-incidence and capstone vocational programs for students and adults from the sending school districts that they served. Declining secondary-school enrollments, weakening economic productivity within the State, rapidly changing technologies in the workplace, and the demand for change and for accountability in schools are among the conditions that have gradually eroded the singular importance of this role.

All AVCs in Illinois have expanded their role(s) to some degree, depending on the workforce preparation needs in the local community and available leadership and resources. The State Board of Education must take this diversity into account in supporting individual missions and roles for AVCs in the State.

The State Board of Education, however, should give priority to AVCs in general and assist EFE regions to develop restructured missions for their local AVC(s). DAVTE could provide the structure and resources to support EFE Regional Strategic Planning Teams. The size, composition, and operation of these teams could be much like that of the visitation teams for the old Illinois' Three-Phase Evaluation System. The primary purpose or task for these teams would be to develop both short-and long-range strategic plans for EFE Region(s) which (1) specify the role of the AVC(s) within the region(s) it/they serve(s) and (2) recommend specific actions that should be taken by the EFE Region(s), Community College(s), JTPA-Service Delivery Area(s), and the AVC(s) as they work cooperatively to fulfill the strategic plans.

Recommendation. DAVTE give AVCs a high priority and provide structure, incentive(s), and requirements for EFE Regions to work with the AVCs, Community Colleges, Community-Based Organizations, and JTPA-Service Delivery Areas in their regions to develop mission and role statements and strategic plans that, where appropriate, involve the AVCs as major players in planning and delivering workforce preparation for the youth and adults in the Region(s) they serve.

Suggested Actions.

- **DAVTE convene a taskforce to (1) define the relationships that should exist among Illinois' AVCs, LEAs, EFE Regions, CBOs, Community Colleges, and JTPA-SDAs and (2) examine the implementation of new program initiatives like tech prep, interfirm training, and magnet schools.**
- **DAVTE contract to structure and pilot test model procedures for peer visitation teams to assist EFE Regions and AVCs in developing short- and long-range strategic plans for revitalizing Illinois' AVC programs and services or phasing them out where needed.**
- **Illinois Administrators' Academy provide training in implementing the strategic planning process.**
- **DAVTE establish and implement a policy of not supporting low-enrollment programs in sending schools served by AVCs that have duplicate programs with spaces available in them.**

Conclusion Five: Funding. The manner in which Illinois funds its AVCs has its basis in vocational education programs and economic conditions of years past.

Changes in state- and federal-level funding policies for vocational education, declining economic productivity, a new structure for planning and administering secondary vocational programs statewide, and declining student enrollments all have impacted negatively on the funding received by Illinois' AVCs. For example, in the statewide survey conducted for this project, AVC Directors expressed concern for lack of equipment monies for their AVCs. Also, in the survey of AVC leaders in other states that was conducted for this project, it was learned that Illinois was one of only a few states where AVC funding is heavily tuition based.

A special bill could be passed by the Illinois' General Assembly to give AVCs limited taxing authority. A special tax levy, on the order of the special education levy, might provide Illinois' AVCs the resources needed to meet operating and maintenance costs. These resources should be provided to AVCs which (1) have made paradigm shifts that are consistent with the restructured schools movement in Illinois and (2) demonstrated substantial progress toward reforming their programs and services. AVC Directors could take the lead in securing business and industry support for this legislative initiative and for lobbying the legislature to pass it.

Support for AVC programs should flow also from other than tax-based sources. AVC Directors also could seek direct support from business and industry for reform initiatives like youth apprenticeship programs, customized training, and school-business partnerships for career preparation.

Recommendation. DAVTE, EFE Region, and AVC leaders develop new funding policy and sources for funding AVC programs.

Suggested Actions.

- **DAVTE, EFE Region, and AVC personnel seek to obtain increased funding for vocational education-based restructured-schools initiatives in Illinois through a special 3-4 cent tax levy and/or direct support from business and industry.**
- **AVC Directors establish a not-for-profit AVC Foundation to solicit and receive support from business and industry statewide and to assist AVCs in lobbying in support of AVC initiatives and obtaining equipment donations.**
- **AVCs explore with Community Colleges a broad range of new relationships including:**
  - **leasing space,**
  - **sharing laboratory facilities and equipment,**
  - **sharing personnel, and**
  - **becoming a part of a College to ensure closer articulation and to obtain support from its taxing authority.**
- **DAVTE establish and implement a policy of not supporting low-enrollment programs in sending schools served by AVCs that have duplicate programs with spaces available in them.**

Conclusion Six: Leadership. **In general, Illinois' AVCs lack both the state- and local-level leadership that is needed to assist them in developing (1) viable missions, (2) programs and services requisite to fulfilling those missions, and (3) the means to adequately fund these programs and services.**

Bennis (1984) indicates that leadership is particularly critical during periods in which change makes the old and familiar ways of an organization unsatisfactory or irrelevant. It is during these times that leaders are needed to see and to point out new directions and to influence others to accept and to move in those directions. In the end, it is the quality of leadership that determines which organizations prosper and which do not.

With reductions in both federal and state dollars available to DAVTE to underwrite leadership and leadership development activities, there has been a corresponding reduction in these types of activities at both the state and local levels.

Likewise, there is no longer a DAVTE staff person to provide leadership for the AVCs. The lack of an expressed or implied DAVTE priority and well-defined roles within EFE Region(s) also hampers to some degree the leadership efforts of AVC personnel.

AVC teachers, administrators, and guidance personnel could benefit from leadership development activities sponsored and/or conducted by DAVTE and the Illinois' Area Vocational Center Directors. Long range, these activities should focus on developing general leadership attributes such as those identified by Moss and Liang (1990). Short term, AVC personnel could benefit much from opportunities to observe or hear from strong AVCs in Illinois and other states and to learn how the management operates or functions within these AVCs.

Recommendation. **DAVTE and AVC Directors provide the vision/ direction/leadership and incentives necessary to engage EFE regional and AVC leaders in planning, development, implementation, and evaluation activities needed to infuse new and dramatically different education programs and services into the State's AVCs, where needed.**

Suggested Actions.

- **DAVTE contract to structure and pilot test model procedures for peer visitation teams to assist EFE Regions and AVCs in developing short- and long-range strategic plans for revitalizing Illinois' AVC programs and services or phasing them out where needed.**
- **Illinois Administrators' Academy provide training in implementing the strategic planning process.**
- **AVC Directors assume greater leadership in the Illinois Administrators' Academy.**
- **Combine EFE and AVC administrative and leadership responsibilities into one position. DAVTE and AVDC support this action by providing leadership development activities and/or special certification for persons in or preparing to assume these positions.**
- **AVC Directors establish a not-for-profit AVC Foundation to solicit and receive support from business and industry statewide to assist AVCs in:**

- **underwriting staff development activities,**
- **locating appropriate technical assistance, and**
- **identifying qualified vocational teachers.**

Finally, it is suggested that the State Director of Vocational Education convene as soon as possible selected DAVTE personnel and representatives from the Illinois Area Vocational Directors Council and the Illinois Council on Vocational Education to review each of the recommendations and actions presented in this report.

When you are thirsty it is too late to start digging a well.

Japanese.

LITERATURE REVIEW

Prepared for
Illinois Council on Vocational Education,
Illinois State Board of Education, and
Illinois Area Vocational Directors Council

Prepared by
Wanda McCampbell
Richard C. Erickson

May 1992

Appendix A

LITERATURE REVIEW

The Need for Restructured Schools

To be competitive in the world order, Illinois' youth must have the opportunity to increase their ability to learn, earn, and contribute to the welfare of society throughout their lives. The basis for a highly skilled workforce begins in schools offering a wide range of appropriate and effective programs that prepare youth and adults for the future.

The successful transformation of student learning in the nineties will require bringing together three agendas of reform: an emerging consensus about learning and teaching, a movement toward well-integrated uses of technology, and the push for restructuring (Sheingold, 1991). Changes will be required in the ways curriculum and instruction practices support the development of strategic skills that are needed on the job and in the ways the workplace reinforces competencies. Changes must also occur in how schools and the employment continuum are structured to motivate students to participate in challenging and essential courses of study. Finally, changes are also critical to improving the relationships between (1) schools and business and industry; (2) schools and institutions offering continuing education; and (3) interagency services that support the education of youth.

To meet the changing needs of our new industrial society, Husen (1990) contends that:

> . . . the central capacity that an individual in modern society needs to possess is the ability to learn and relearn. The ability to acquire knowledge on one's own is essential in a society where the majority of employees are forced to take further courses in order to keep up and to enhance their qualifications (p. 38).

New technologies create constant changes in worker competencies and workplace dynamics. Based on current literature regarding the new work environment, Levin and Rumberger (1989) have suggested a new set of worker competencies. According to the authors, the following skills are mandatory for the workforce of the future and should be cultivated in our schools:

1. Initiative: the motivation and creative ability to think and act independently.
2. Cooperation: productive, goal-directed interaction with others.
3. Peer training: coaching, advising, and training of peers, both formally and informally.
4. Evaluation: assessment and appraisal of a certain product or service.
5. Communication: correct use of verbal, written, and physical communication as well as proper listening, reading comprehensive, and interpretive skills.
6. Reasoning: use of both inductive and deductive approaches to the evaluation and formation of logical arguments.
7. Problem-solving: identification of problems, generation of alternative solutions and their ramifications, selection of solutions and subsequent implementation.

8. Decision-making: application of problem-solving skills on a continuous basis.
9. Obtaining and using information: selecting relevant information, knowing where and how to secure it, and utilizing it appropriately.
10. Planning: establishment of goals as well as the prioritizing of activities.
11. Learning skills: cognitive and flexible skills that assist in the acquisition of new knowledge as needed.
12. Multicultural skills: understanding different languages, communication styles, and values in order to interact successfully with persons of other cultures.

In order for school restructuring to be successful it is important to determine the knowledge and skills that our youth will need in order to be successful adults and workers in the 1990's and the 21st century. One effort to identify these skills was undertaken by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills. The result of this effort, the *SCANS Report*, noted that the expert workers of tomorrow must have the following types of skills (U.S. Department of Labor, 1991 and 1992):

1. Resource management: identifies, organizes, plans, and allocates resources.
2. Interpersonal: works with others.
3. Information: acquires and uses information.
4. Systems: understands complex inter-relationships.
5. Technology: works with a variety of technologies.

Teaching and learning these skills must become an integral part of our schools and our students. The SCANS research also identified a three-part foundation of intellectual skills and personal qualities that must also become an integral part of each of the five competencies. These include:

Basic Skills - reading, writing, mathematics (arithmetical computation and mathematical reasoning), listening, and speaking.

Thinking Skills - creative thinking making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

Personal Qualities - individual responsibility as well as self-esteem, sociability self-management, and integrity.

The central idea underlying many school restructuring efforts is that the system itself must be reorganized from top to bottom in order to achieve the kind of learning and thinking outcomes now seen as necessary for students. Vocational and technical education is an area in which much school restructuring is occurring. In an effort to identify and categorize the various activities that are currently underway to improve student preparation for employment, the Council of Chief State School Officers (CCSSO) surveyed all the chief state school officers in May 1991. The results of this survey were reported out in three categories: (1) Activities that provide flexibility of time and place for instruction, (2) Activities that involve business-education partnerships, and (3) Programs where at least 25 percent of instruction occurs at the workplace (Council of Chief State School Officers, 1991). Significant to the present study are several approaches or strategies that are currently being developed and implemented in vocational educational programs and schools in this and other nations. Each has potential for

informing the redirection of AVCs within the Illinois' delivery system for vocational and technical education.

High Schools with Character or Focused Schools

These are schools that successfully integrate academic and vocational studies; provide students with cooperative learning; require collegial work by teachers; and possess a special school identity, all commonly established through an industrial connection. These schools have a dual mission -- to prepare students for an occupation and for entering college. The National Center for Research in Vocational Education has identified these schools as those possessing high expectations for all students, minimizing ability grouping, and basing admission on student interest in the career specialty or subject area (Mitchell, Russell, and Benson, 1990).

Example schools of this type include:

1. Aviation High School in New York City.
2. High School of Fashion Industries in New York.
3. Murray Bergtraum School of Business in New York.
4. Chicago High School of Agricultural Sciences.

Tech-Prep or 2+2 Programs

Tech-Prep Programs (National Center for Research in Vocational Education, 1992) link the last two years of high school and the first two years of postsecondary school through a common core of required courses in math, science, communications, and technologies that lead to an associate degree or a certificate in a specific field of study. These programs closely link academic and vocational courses leading to college coursework within a rigorous technical education concentration (U.S. Department of Education, March 1991).

Examples of Tech-Prep programs are:

1. St. Mary's County schools in Maryland. Under the district's restructured curriculum, the general track is replaced with tech prep. This new curriculum encompasses the college-prep and vocational curriculum (Leftwich, 1992).

2. Rowland High School, Mt. San Antonio Community College, and California State University - Long Beach in California, began a pilot tech prep-program in 1989. The California program encourages students to continue tech-prep study for a baccalaureate degree and even higher education (Stanley, Morse, and Kellett, 1992).

3. Richmond County Schools and Richmond Community College in Virginia. The program was developed to guide students into courses which will form a firm academic and technological foundation on which to build their future.

4. Portland Area Vocational/Technical Education Consortium, Portland, Oregon. This program emphasizes technology education in hospitality, tourism, and recreation; construction; manufacturing technology; trade and marketing; and health care.

5. Weld County Tech-Prep Consortium, Aims Community College and Colorado State University in Fort Collins, Colorado.

School-Business Partnerships for Career Preparation

These partnerships strengthen the transition between school and successful employment. Businesses provide summer and after-school jobs, guarantee postsecondary employment, administer aptitude and ability testing, and conduct mock interviews. The Boston Compact is an example in which businesses throughout the city work with the schools to provide career preparation services to students.

Vocational Academies

These academies, which started in Philadelphia, usually represent a school-within-a-school concept possessing a broad vocational theme but do not necessarily provide preparation for a particular job area. Typically, three academic teachers and one vocational teacher stay with a group of students for two or three years. The model has been used as an intervention for at-risk students and as a vehicle for meeting desegregation goals. Vocational academies have strong linkages with local employers within a specific career area. Employers commit time, resources, and job placements to students. A true partnership between the industry and the academy ensures that the training students receive authentically reflects the skills they will need in the job market (U.S. Department of Education, March 1991; Grubb and McDonnell, 1991).

Alternative Schools

These schools usually offer smaller class sizes; integrate remedial reading, writing, and mathematics instruction into all subjects; and offer a work/study option in which the curriculum is closely related to the skills that students will need on the job. These schools offer flexible scheduling and individualized instruction so that students can master skills at their own pace. They usually also offer special services for students such as personal and career counseling, day care, family education, and referrals to various agency services.

Woodland High School in Woodland, California instituted the COPE (Career Opportunity Paths in Education) program. Classroom activities assist students to understand the connection between what they are learning, how it applies to the world around them, and how they may use it in their career area.

Second-Chance Programs for Dropouts and Poorly-Prepared Youth

The Job Corps which is funded through the Job Training Partnership Act (JTPA) is considered one of the most effective federally supported "second-chance" programs for overcoming educational deficits and other employment barriers. It is primarily a residential

program for dropouts, which provides intensive, long-term job training and remedial education as well as health care, counseling, and job placement assistance.

In 1990, the New York City Board of Education initiated Project Achieve, a new dropout prevention program. The program strives to integrate academic and social supports for students (Grannis, 1991).

Cooperative Education Programs

These programs combine classroom instruction with work experience training related to students' career goals. Students receive credit for both the classroom and work experience components. A written training agreement signed by the employer, student, cooperative education coordinator (and sometimes the parent) is the governing document for the work experience component. These agreements specify the responsibilities of each party. Secondary school programs limit participation to juniors and seniors of which only about 8 percent participate nationally (U.S. General Accounting Office, August 1991).

The Executive High School Internship Program at Wichita Public Schools, Wichita, Kansas, enables high school students to intern in community businesses and professional areas for one semester during their senior year. The program encourages leadership development and career exploration.

School-Based Enterprise (SBE) Programs

This is where students engage in an activity to provide services or produce goods for people other than the participating students. Examples include: school restaurants, construction projects, print shops, farms, child care centers, retail and auto repair shops, and etc. Whereas these activities are common, they do not involve the majority of students and are seldom integrated into the basic structure of the educational system (U.S. Department of Education, March 1991).

The Mt. Edgecumbe High School in Alaska is taught through entrepreneurship, computers, journalism, publishing classes, and a work-study program. The school processes, packages, and markets smoked salmon.

Youth Apprenticeships

Apprenticeship programs are not new in the United States. However, relative few young people have access to them and historically access to trade apprenticeships has been very inequitable. Out of a national workforce of 117 million, traditional apprenticeships only involve 300,000 workers, almost all of whom are already in the workforce. Estimates of the average age of new apprentices in the construction trades range from 27-29, leaving a average span of 10 years between schooling and entrance into training and employment. But there are companies and unions that are exceptions to the rule. For example, the Garrett Engine Division of Allied Aerospace Company has hired about 200 students, over the past 12 years, directly from vocational programs in the Phoenix Union School District in Arizona (Denley, 1991).

The apprenticeship program has its roots in Germany, Denmark, and Sweden. The European Youth Apprenticeship programs have seven essential operating principles. They are:

1. Every individual can make a contribution to the welfare of the community; work is the vehicle for that contribution and skill makes work possible.

2. The key to producing a competitive work force is a first-rate compulsory educational system with an explicit and significant work experience component.

3. Compulsory schooling cannot produce fully-prepared workers; everyone needs further training.

4. Post-compulsory school training must provide recognized, respected, and universally accepted credentials.

5. Creating an educated and skilled work force requires genuine partnerships between business, labor, and governments.

6. Building work force competence demands patience, experimentation, and long-term investments.

7. When workplaces are also learning places, organizations have greater capacity to become more flexible, efficient, and productive; economics have the potential for greater competitiveness (Northdurft, 1990).

Below is a brief summary of the apprenticeship programs in Germany, Denmark, and Sweden.

Germany -- Germany has a dual system of education. The strength of the dual system lies in the reinforcing support and consensus among the social partners --the federal government, state government, employers and unions -- in determining what training is offered, its quality, the resources that support training, and the official recognition and status accorded to that training. Vocational training for youth takes place in a variety of forms. Principal vehicles for employment preparation are: work sites in businesses and industries *concurrent* with attendance at part-time vocational schools and interfirm training centers and full-time vocational and health schools.

The pivotal role that training within the business sector plays in the initial preparation of a substantial segment of German youth is key to understanding the fundamental organization of the programs of study, their focus and content, and the collaboration among the various sectors in preparing youth for roles in the workplace. It is within the work-based or employer side of the dual system that youth learn tasks under real working conditions with current equipment and materials, model skills and attitudes toward work under the supervision of adults, and develop the social skills needed for success in the culture of the German workplace. Because business and industry function as the core of the system, rapid changes in technology impacting business and industry are immediately reflected in the curriculum and

equipment available to youth in training. Through the in-school component of the dual system, youth do not have to abandon their general studies or opportunities to be with other youth (Herausgegeben vom Bundesminister fur Bildung und Wissenschaft, 1988).

Denmark -- The Danes are experimenting with a new model--an initial half-year of school training before beginning a two-to-four year alternating sequence of on-the-job and school-based training. The half-year includes introduction to a range of vocations and general subjects focusing on the basic or content skills required for the trade. The content of these courses is determined by the local school advisory board based on student needs and aspirations. The Danes tend to extend the school-based vocational preparation before initiating a pattern of school and on-the-job training. They have a greater concern about broadening the academic background of students and their knowledge of a career. This focus is in response to the need to prepare youth for a continuously changing workplace, career changes in later life, and a maximum of occupational and academic options. In Denmark, vocational training is a shared financial responsibility of federal, state, private businesses, and collective business funds (U.S. Department of State, 1988).

Sweden -- The Swedish system employs a year of basic vocational training, after which students seek out training firms and receive work-based and school-based training. During the first year, students are entitled to a student allotment available for all youth attending school. In subsequent years, they receive trainee wages from their employers. After the training is completed, trainees get full certification and full rights as workers in the trade including employment at full wages. Without a certificate, an individual can only receive 80 percent of worker wages (The Swedish Institute, 1989).

United States Secretary of Labor, Lynn Martin, supports a national **youth apprenticeship** program. She calls such a system "a passport to an occupation" and indicated that it should include new training standards and examinations in a wide range of occupations set by independent boards of educators, employers, and labor representatives (Toch, 1991). With the growing interest in the United States to develop a national system for preparing youth for skilled, high-wage careers, the **youth apprenticeship** approach is being piloted in various states (Wisconsin, Pennsylvania, and Arkansas). The **youth apprenticeship** approach, structured to meet the unique conditions of the American labor market, may be one of the most attractive options. In simple terms, the U.S. youth apprenticeship system is:

> a systematic mix of academic instruction in secondary and post-secondary schools with employment-based training for students--at a level of quality sufficient to certify the ability of individuals to perform entry-level tasks in skilled occupations capably and professionally (Northdurft, 1990).

The introduction of new youth apprenticeship programs captures the elements of traditional apprenticeship programs--work in exchange for support and learning --and combines them with classroom and on-the-job training that leads to an occupational credential. Youth apprenticeships are designed to provide youth, either in the last two years of high school or following high school graduation, monitored work experiences that are integrated with classroom study.

According to Jobs for the Future, Inc. (August 1991), youth apprenticeship programs

combine at a minimum the following elements: work experience and guided learning opportunities for youth by employers within an industry or occupational cluster; structured linkage between secondary and postsecondary components of the program leading to the high school diploma, postsecondary credential, or certification of occupational skills; close integration of academic and vocational learning; integration of school and workplace experiences through planning and ongoing collaboration between school and industry personnel; and innovations in curriculum and instructional strategies both in the classroom and at work.

Outcome-Based Education (OBE) Programs

Outcome-based education is founded on three basic premises: all students can learn and succeed (but not on the same day in the same way); success breeds success; and schools control the conditions of success (Spady and Marshall, 1991). Adherents of outcome-based education seek to apply four key principles to the design, delivery, documentation, and decision-making of schooling:

1. Ensure clarity of focus on outcomes of significance. Culminating demonstrations become the starting point, focal point, and ultimate goal of curriculum design and instruction. Schools and districts work to carefully align curriculum, instruction, assessment, and credentialing with the substance (criteria) and processes of the intended demonstration.

2. Design down from ultimate outcomes. Curriculum and instructional design inherently should carefully proceed backward from the culminating demonstrations (outcomes) on which everything ultimately focuses and rests, thereby ensuring that all components of a successful culminating demonstration are in place.

3. Emphasize high expectations for all to succeed.
Outcomes should represent a level of challenge for students. All students should be expected to accomplish them eventually at high performance levels and be given credit for their performance, whenever it occurs.

4. Provide expanded opportunity and support for learning success. Time should be used as a flexible resource rather than as a predefined absolute in both instructional design and delivery (to better match differences in student learning rates and aptitudes). Educators should deliberately allow students more than one uniform, routine chance to receive needed instruction and to demonstrate their learning successfully (Spady and Marshall, 1991).

Examples of outcome-based education programs across the nation include:

1. District 214, Arlington Heights, Illinois.
2. Glendale Union School District, Phoenix, Arizona.
3. Parkway South High School, Parkway School District, St. Louis, Missouri.
4. Littleton School District, Littleton, Colorado.
5. The State of Michigan has passed legislation regarding outcome-based

education.

Integrating Vocational and Academic Education Programs

Integration of vocational and academic programs currently exists in eight different models, each with several variants which serve many different goals. These eight models are briefly described in Table 1 (Grubb, Davis, Lum, Plihal, and Morgaine, 1991).

Example schools (Grubb, Davis, Lum, Plihal, and Morgaine, 1991) include:

1. Dauphin County Technical School, a comprehensive area vocational school near Harrisburg, Pennsylvania.
2. Duncan Polytechnical High School in Fresno, California.
3. Electronics Academy, Sequoia High School in Redwood City, California.
4. Benson Polytechnical High School in Portland, Oregon.
5. Randolph County Vocational Technical Center in Elkins, West Virginia.
6. Jonesboro Area Vocational High School in Jonesboro, Arkansas.

Adult Vocational Education Programs

To meet the challenges of a dynamic industrial society, it is important that a greater variety of training programs be offered to those individuals who are already in the workforce as well as those entering new and emerging occupations. The needs of the individual worker and business and industry determines the foundation upon which to develop strong instructional programs. Both preparatory and supplemental training should be made available in order for individuals to obtain employment as well as prepare for advancement within their chosen occupation. These programs must include: specific technical skills, needed interpersonal relations skills, and desirable work habits. Business and industry also is providing a means in which to upgrade the skills of their current workforce.

Program Funding

In order to implement new programs to meet the educational needs of our future students, we also must develop programs of financial support for these activities. Currently, federal support for vocational-technical education is provided through a variety of programs and federal statutes including the: Carl Perkins Vocational and Applied Technology Education Act Amendments of 1990; the Job Training Partnership Act (JTPA); the student financial aid title for the Higher Education Act; the Adult Education Act; Veterans' Education benefits programs; the Department of Defense tuition assistance program for military personnel; and the Family Support Act.

However, these financial assistance programs represent limited federal financial support and the current educational funding mechanisms rest largely at the state and local level. Recent efforts to increase funding for public education have been met with demands for specific explanations as to what taxpayers are receiving for their investment in education. A workforce preparation system, therefore, must be built to prepare all students for a lifetime of learning and re-learning; must be responsive to the needs of students, workers, employers; and must be accountable to the taxpayers and businesses that support the system (Jobs for

Missouri's Future, Inc., 1991).

To meet the challenges of the 1990's and beyond, we must be prepared to define our educational needs and goals and be prepared to pay the price for reaching those goals. In the Jobs for Missouri's Future, Inc. (1991) report, several educational and training initiatives were recommended:

1. Establish an expanded job development fund that would be used to encourage greater amounts of training.

2. Provide corporations with a credit on their annual state income tax liability for qualified training investments.

3. Develop a statewide technical assistance capacity to promote productivity improvement programs.

4. Build a regional capacity for workforce skill training.

Summary

States that want to compete in a world-class economy must develop their human resources to a much higher level of skills and competencies. Being able to compete successfully in the future depends on the ability of their workforces to develop and use advanced technologies. In the past, Illinois has enjoyed one of the best-educated and best-trained workforces in the world. It would seem that its AVCs of the future represent fertile ground in which to grow and model technology-infused reorganized schooling that gives student learning high priority and the State a competitive edge.

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SUMMARY OF ILLINOIS' FOCUS GROUPS

Prepared for
Illinois Council on Vocational Education,
Illinois State Board of Education, and
Illinois Area Vocational Directors Council

Prepared by
Richard C. Erickson

May 1992

Appendix B

SUMMARY OF ILLINOIS' FOCUS GROUPS

PARTICIPANTS

Group One - Morris, Illinois

Tom Gericke, Principal, Sterling H. S., Sterling, Illinois
Jim Gillespie, Retired (former RVA with DAVTE), Hillsdale, Illinois
Richard Graff, System Director, SRVATE, LaSalle, Bureau, Putnam Ctys.
Steve Graham, Director, Tazewell Cty. Area EFE
Robert Haggenjos, System Director, VALEES, Waubonsee CC
Joe Halbert, Supt., Gardner So., Wilmington
Hal Masoncup, Asst. Principal/ Voc. Dir., Yorkville H. S.
Julie Nichols, System Director, CEANCI, Rockford
Dave Peters, Voc. Dept. Chair, Bradley-Bourbonnais
Garry Raymond, System Director, Three Rivers EFE System (TREES)
Gary Rockis, Aidex Corp., Morris, Illinois
Merrill Rudes, Director of Product Development, Energy Concepts, Inc., Lake City
Bryan Wright, Director of Training, Sears Product Services, Sears Tower

Group Two - Morris, Illinois

Bruce Andersen, DAVEA Career Center, Addison
Glen Anderson, Jo Daviess Carrol AVC, Elizabeth
Bill Brierly, Kankakee Area Career Center, Bourbonnais
Phil Colgan, Indian Valley AVC, Sandwich
Bob Grisolano, Whiteside AVC, Sterling
Linda Helton, Wilco Area Career Center, Romeoville
Donald Kaufman, Grundy AVC, Morris
Dale T. Smith, Pekin Tech. Ed., Pekin
Roger Sturm, United Township, East Moline
Kathy Watkins, Fox Valley CC, Maple Park

Group Three - Springfield, Illinois

Guy DiCiauva, Kaisner Construction
Margie Doolen, M/C/A RDS
Andy Goleman, Capitol AVC, Springfield
Mark Gregory, Moweaqua CUSD 6A
Denny Marquardt, Denny's Doughnuts & Bakery, BloomingtonCurtis Miller, System Director, 5 Co. Reg. System
Steve Poznic, System Director, Heartland Region
Jerry Scranton, System Director, SAVER

Group Four - Springfield, Illinois

John Abell, Galesburg AVC
Ron Baugher, Quincy AVC
Robert Dorch, Lincolnland AVC
Jim Heil, Beck AVC
Robert Meeker, Bloomington AVCJim Oettel Decatur AVC
Glen Pickering, Collinsville AVC
Kent Siders, Capital AVC, Springfield

PROBLEMS AND ISSUES

IMAGE

In general, vocational education is not seen as having a strong positive image in the community. Often it is seen as being separate from other education programs, designed to serve low-ability students, and definitely not appropriate for college-bound students. These views are commonly held by parents, guidance personnel, school administrators, students, and leaders in business and industry.

Some counselors are urging "college-bound" students to exceed the normal college entrance requirements to the point that there is no room in their high-school programs for any vocational education course work. Consequently, vocational education is now only getting the "lower end" student. Quite often, the job requirements (i.e., math, science, etc.) are beyond these students' capabilities. Area vocational schools (AVCs) have been a dumping ground for lower-ability students and have been happy to play that role because they need the numbers to keep the doors open.

During the current recession, some secondary vocational program graduates are not able to find entry-level employment in their area of preparation. Also, there are many among those who recently have experienced job layoffs in business and industry who do not have a high regard for vocational education. Unfortunately, too few vocational educators have been successful in changing the image of vocational education within the foregoing populations in their local communities.

PRIORITY

In keeping with its image, vocational education is not a high priority among education programs at the local level. This is particularly true during times when education budgets are being reduced. AVCs feel the impact of vocational education being of low priority in sending schools. As programs at feeder schools are dropped, the need for capstone programs at the AVC is reduced or eliminated. As AVC enrollments drop, the cost per student (tuition) increases. Whenever tuition at the AVC increases during times when education budgets are tight, the sending schools are inclined to send fewer and fewer students to AVCs. Often, sending-school personnel are more concerned with guarding turf or maintaining adequate student enrollments in the home school than they are with ensuring that their students receive the best from among the available educational opportunities.

PROGRAM QUALITY

There are discrepancies in vocational education programs from school district to school district within the State and from school to school within some local districts. Some vocational programs enjoy strong community support, leadership, and the like which are present in lesser degrees for vocational programs in other parts of the State. The former have strong programs while the latter may be found lacking on one or more of several dimensions including:

-competency-based curricula
-articulation between or integration of vocational and non-vocational subject areas
-emphasis on state-of-the-art technology
-career counseling, job placement, and student follow-up services
-business and industry validated standards and measures of achievement

TEACHER PREPARATION AND DEVELOPMENT

University vocational teacher-education programs are on the decline in all or nearly all institutions in the State. Faculty positions in vocational teacher education rarely are being filled upon resignations or retirements.

Teacher education and/or development are not adequately stressing the integration of vocational education with other subject areas. Many veteran vocational educators are casualties of the "teacher burn-out" syndrome and neither seek nor respond to professional development opportunities.

STATE LEADERSHIP AND FUNDING POLICIES

Vocational education does not have clear statewide mission and goal statements. Local districts are provided with minimal direction from the State Board of Education.

There is little program accountability; some for process, but none for outcome. The State is reimbursing weak vocational education programs that are in competition (for students) with the same but stronger programs in other schools.

The State is attempting to involve all school districts in providing vocational education through Education for Employment (EFE) regional planning with the same level of financial support that once was allocated to state support for AVCs.

Each EFE region determines how the State reimbursement it receives will be spent. Each allocates primarily on the basis of the number of credit hours generated in preparation-level courses. While there is a tendency for each EFE region board member to want to allocate reimbursement dollars to their "home district", there is no counterbalancing desire to allocate such dollars to an AVC in the region.

The most visible casualty to these funding policies has been equipment in AVC laboratories. Most AVCs have not been able to keep up with the technological development in many occupational areas due to a lack of funding for new equipment.

Finally, because AVCs in Illinois have no tax base or taxing authority through which to obtain the funding necessary to support their instructional programs and service activities, they are forced to depend on less stable sources of financial support like tuition and State reimbursement, both of which have their problems. For example, when education budgets are

tight, the inverse relationship between level of student enrollment and tuition costs is particularly troubling for AVCs that derive the major portion of their students from sending schools in other districts.

AVC ROLE IN THE EFE REGION PLANNING PROCESS

A mission for AVCs within the EFE planning regions has not been specified and the AVCs have no clout within their regions. Except perhaps in those instances where the EFE Director's and the AVC Director's responsibilities are vested in the same person, no one represents the AVC at the planning table when the EFE Board meets. Many AVCs are not included in the EFE planning process. However, some AVC Directors do not want the role of the AVCs within the EFE Region to be defined too closely. They are pleased with the freedom they currently enjoy and are happy to have only minimal mandated connection to their EFE Region. Articulation for Tech Prep grants will be through EFE regions and community colleges. Some see Tech Prep as being a community college activity without AVC participation. EFE board members will want their district's schools to be a part of Tech Prep and AVCs will have no "natural" advocate(s) present at the planning table.

SUCCESS STORIES

PROGRAM REDIRECTION

Some AVC personnel see vocational education becoming increasingly more high-tech. They recognize that job opportunities are changing and are replacing less valid programs with programs that better meet students' job placement needs. CAD is one program that is ahead of the curve producing a product (job-ready graduates) before industry actually needs it.

In some AVCs vocational education is no longer entry-level skills with related general math and general science. The integration of "academic" and vocational education is getting organized and underway. Some superintendents and curriculum directors are seeking innovative ways to integrate the two, vocational and non-vocational education.

Work-based learning is being implemented by some AVCs. Vocational applications are the medium through which content from other subject areas is presented to students and learned. The Principles of Technology is one program that is being implemented.

Another is to make a vocational teacher the lead teacher for teams of English, math, and science teachers. These teacher teams are assigned to students rather than classes of students being assigned to individual teachers. Vocational education is thus connected with these other subject areas.

On a limited basis, non-vocational classes are being offered at AVCs. The prime example involves special education students and is referred to as an academy to serve their educational needs.

Some believe that bringing physics, science, and computer labs into the area center concept would be a viable way for districts to share these high-cost/low-incidence programs

and integrate them with vocational education. There is some feeling that support from business and industry might be obtained to make this happen.

Traditionally, AVCs have provided the capstone vocational preparation for the introductory vocational course work taken at the sending schools. Some AVCs are now becoming the cornerstones for articulated 2+2 tech-prep programs. Tech-prep programs also could be developed with four-year institutions and the AVCs; 2+2+2 or 2+4.

Some AVCs are becoming more involved in adult education. The emphasis on ABE, remediation, and tutoring is increasing. Some focus on vocational programs for teen-parents, trainables, persons with extended stays in county jail and adults who have slipped through the cracks.

AVCs also focus on providing short courses for adult retraining both in day and evening programs. The largest programs are in areas of high demand such as health care.

AVCs are providing programs that service JTPA clients. JTPA has financed a variety of these services including computerized remediation, tutorial programs, recruitment, dropout prevention and training for dislocated workers. It has been suggested that AVCs might become Department of Labor Opportunity Centers for at-risk youth and adults.

Finally, some program redirection is taking place in AVCs through raising center admission standards (e.g., school attendance, grades, and appropriate prerequisite course background); requiring vocational classes in grades 9 and 10 with electives in 11 and 12; and establishing within sending schools 8-period days with a required 6-period course load.

PROGRAM PROMOTION

Several AVCs are involved in some exciting and effective ways to promote vocational education and their programs. Individual districts and at least one consortium of districts are employing professional marketing companies to promote vocational education and their schools over the radio and cable TV with very positive results.

Other AVCs are effectively using vocational advisory committee members to assist with promotional activities including raising money to support promotional activities in the business community and hosting meetings with parents and students to promote local vocational programs. Union representatives also have been used to promote vocational education among students.

Promotional activities are being conducted within the school system itself. AVC personnel are educating superintendents from sending school districts with regard to vocational education. "The more they know the better we are," is the basis for these efforts. AVC personnel also are conducting career education outreach programs for students in grades 6-8. "What are you going to do with your life?" "How are you going to grow from child to working adult?" These questions form the bases for the outreach activities.

Career counseling for junior high and middle school students and their parents has been a good program promotion investment. Some AVCs are developing sample articulated curricula and agreements with community colleges to show parents that high school students do have time for vocational education classes, even with a 6-period day. This could be done also with 4-year institutions.

PROGRAM FUNDING

AVCs have neither taxing authority nor a State budget line item. Consequently, some AVCs have been employing some creative ways to either increase and/or maximize their operating budget. Approaching non-member districts and letting them come in at net tuition with no buying in and no vote on the Board is increasing some AVC operating budgets.

It is sometimes beneficial to AVCs if the Center Director and the EFE Regional Director are the same person. It is also beneficial when an AVC and a community college share the same group of sending high schools. Financial support is optimized when all of the high schools in the EFE region are sending schools and it is felt that the AVC does a good job of providing vocational instruction.

Getting the most from current budgets is being achieved at some AVCs by doing two simple things: (1) not offering programs that duplicate unnecessarily or are in direct competition with programs at a home school or a sending school and (2) using part-time instructors from industry to teach adult and/or regular day classes.

PERSONNEL

Many AVCs are staffed and led by creative professionals who have been able to find ways to build and maintain strong vocational programs in spite of the obstacles and challenges to AVCs. Outstanding teachers in AVCs attract large numbers of students to their programs. This is particularly true for those teachers who are successful in placing all or nearly all of their students in jobs.

The old three-phase system of program evaluation is regarded by AVC personnel as one of the best ways of inservicing vocational teachers and administrators. It provided good sharing of program ideas and was useful in spreading new programs and ideas.

NEW ROLE(S)

AVCs that currently are regarded as being successful centers are engaged in at least some of the foregoing described activities. One final activity that has support from AVC Directors, but has yet to be implemented, is the certification of program graduates. AVCs could be the designated certification centers for their EFE regions. On a larger scale, the AVCs could constitute a state-wide network of certification centers with each one specializing in a particular skill area and supported by an appropriate segment of business and industry.

SURVEY OF AREA VOCATIONAL CENTER STAKEHOLDERS IN ILLINOIS

Prepared for the
Illinois Council on Vocational Education,
Illinois State Board of Education, and
Illinois Area Vocational Center Directors

Prepared by:
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June 1992

Purpose of the Survey

The purpose of this survey was to gain a broad perspective to the problems and potential actions faced by the leaders in Illinois Area Vocational Centers. The survey focused on the perceptions of individuals involved in and affected by the Area Vocational Centers of the State.

Key Survey Questions

The following questions have been formulated to guide the survey and to meet the information needs of the Illinois Council on Vocational Education, Illinois State Board of Education and leaders of the State's Area Vocational Centers.

1. What is the extent and critical level of AVC Problems?

2. What variables are strongly related to AVC problems?

3. What reactions do stakeholders have to various innovations?

Sample

The sample for this survey was comprised of representatives from seven major groups of people who have a stake in the AVCs of the state. These included the AVC Director, three sending school administrators, two sending school counselors, three teachers, five students, five former students, and five parents, from each AVC. The following table indicates the number responding and response rate within each group of the sample.

Table 1. Numerical Breakdown of the Sample and Percentage of Returns

Position	number	Percentage
AVC Director	25	100%
Sending School Administrator	56	75%
Sending School Counselor	65	87%
AVC Teacher	85	85%
AVC Student	127	85%
AVC Graduate	102	68%
Parent	49	65%

Instruments

A set of survey instruments (see the appendix C5-C37) was developed around the three key questions stated above. The first and third questions were investigated through lists of corresponding items. The second question was pursued through the analysis process. The seven instruments and their corresponding length is presented below:

AVC Director	95 Items
Sending School Administrator	95 Items
Sending School Counselor	41 Items
AVC Teacher	41 Items
AVC Student	18 Items
AVC Graduate	18 Items
Parent	17 Items

The **AVC Director** and **Sending School Administrator** Instruments were identical. Each of these instruments included two parts. The first part was a list of 51 problems with a rating scale attached to each. The rating scale was designed to elicit the extent to which each respondent believed the listed item was a problem. The scale ranged From "No Problem" to "Big Problem". Though not identified on the instrument, the list of problems related to one of seven major problem areas that had been identified through focus group activities. These seven areas include: Image, Priority, Program Quality, Teacher Preparation and Development, State Leadership and Funding Policies, and, AVC Role in EFE Regions.

Part two of these first two instruments included a list of 42 potential solutions to the problems cited in the first section. The respondent was asked to indicate their perception of the feasibility of each solution. This was accomplished through the use of a rating scale that ranged from "Won't Work" to "Great Potential". Each instrument also included an open ended item that requested other solutions to AVC problems. Finally, an open ended item that asked for "Comments" was included.

The **Sending School Counselor** and the **AVC Teacher** instruments were also identical. These instruments were similar to the AVC Director and Sending School Administrator instruments in that they contained a list of AVC problems to be rated. However, the counsellor and teacher instruments did not include solutions. They did include an open ended item that asked for ideas the respondent may have for enhancing the centers.

The **AVC Student, AVC Graduate** and **Parent** instruments were more concise versions of the teacher instrument. They asked the respondent to rate

fifteen ideas for making AVCs better on a rating scale of "bad idea" to "good idea". Additionally, they included three open-ended items that asked about problems, reasons why students don't enroll, and what could be done.

Procedure

The instruments were distributed through the cooperative efforts of the Illinois Council on Vocational Education staff and the directors of the Illinois Area Vocational Centers. On May 6, 1992 a packet of instruments was mailed to each Center Director with the request to distribute them to the appropriate individuals within their district. The instruments were color coded to facilitate handling.

Respondents were asked to return their instruments to ICoVE in Springfield by May 22, 1992. The returned instruments were coded and entered into a computer file for analysis. Analysis involved the computation of descriptive statistics to facilitate the answering of the three major survey questions. Interpretation of the results was done to identify major findings or differences. The reader, however, is encouraged to do their own interpretation and to search for findings that are meaningful to them and their situation.

Results

Results from the survey have been organized around the three survey questions. For each question, data have been summarized by computing the average or mean rating for each item. When appropriate, the items have been grouped around meaningful categories of problems or issues. The following sections provide a presentation of the survey results.

Question 1. What is the extent and critical level of AVC Problems?

Problems included in the survey were grouped around six major problems that were identified through the four focus groups. The survey results are presented below within each of the six problem categories. The following five-point scale was used in all ratings of problems.

No Problem				Big Problem
1	2	3	4	5

IMAGE

Vocational education is not seen as having a strong positive image by many people. A series of survey items were used to determine how the various aspects of image were viewed by AVC stakeholders. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
1.The Image of Vocational Education in the eyes of parents	3.8	2.8	2.8	3.5	2.8
2.AVC Programs are separate from other instruction	3.0	2.8	2.6	3.3	2.3
3.AVC programs are viewed as being for only low ability students	4.2	3.5	3.5	4.3	
4.AVC programs are not viewed as appropriate for the college bound	4.3	4.0	3.7	4.5	3.7
5.College entrance requirements limit student access to AVC programs	4.7	4.1	4.1	4.6	4.1
6.AVC graduates are not able to find employment	2.1	2.3	3.1	3.0	
7.Business and Industry opinion of AVC programs is low	2.4	2.2	2.1	2.6	
44.Poor Image of Vocational Education in the eyes of counselors	4.0	2.9	2.2	4.0	3.2
45.Poor Image of Vocational Education in the eyes of students	3.8	3.1	3.0	3.6	2.7
51.AVC programs focus on special needs students	3.3	2.8	2.5	3.0	2.5
OVERALL MEAN FOR IMAGE	3.6	3.1	3.0	3.6	3.0

* When a mean rating does not appear this is an idication that respondents of that group were not asked to rate that specific item.

Summary Conclusions

- ❒ **Directors and Teachers of AVCs identify a major problem with the AVC programs being viewed as serving only low-ability students.**
- ❒ **AVC programs being viewed as inappropriate for college-bound students is seen as a major problem by directors, sending school administrators, and AVC teachers.**
- ❒ **College entrance requirements are viewed as a limiting factor to student access to AVC programs by all groups of stakeholders.**
- ❒ **Directors and teachers in AVCs see the image of Vocational Education held by counselors as a problem.**

PROGRAM PRIORITY

Vocational education is not always viewed as a high priority among educational programs at the local level. Turf guarding, changing enrollment patterns and financial constraint are all having a potential effect on AVCs. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
8.Vocational Education is a decreasing priority to sec. school administrators	3.9	2.8	3.3	4.2	
9.The need for capstone programs at the AVC has decreased	3.0	2.8	2.6	3.0	
10.Tuition is increasing at the AVC	3.2	2.9	2.8	3.3	
11.Fewer students are being sent to the AVC by counselors	3.8	2.8	2.3	4.2	
12.Feeder schools are concerned about their own enrollment levels	4.1	3.3	3.3	4.5	
13.Community support for AVC programs is low	2.7	2.7	2.7	3.0	2.8
42.Superintendents do not support Vocational Education	2.8	2.4	2.9	3.5	
OVERALL MEAN FOR PRIORITY	3.4	2.8	2.8	3.7	

Summary Conclusions

- ❒ **AVC teachers see counselors sending fewer students to the AVC and identify this as a major problem.**
- ❒ **Directors and Teachers in the AVCs see sending schools being concerned about their own enrollment levels and see this as a major problem for AVCs.**

PROGRAM QUALITY

The quality and extent of programs vary across the state and across area vocational centers. Curriculum, services, equipment and other aspects of the infrastructure have an impact on program quality. The following items were used to determine how some of these elements were viewed by stakeholders. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
14.Leadership for AVC programs by the Board is weak (local level)	2.5	1.6	1.8	2.1	
15.Instructor competence is a weakness in AVC programs	2.0	2.0	2.0	1.8	1.6
16.Lack of competency-based curricula	2.0	2.2	2.0	2.2	
17.AVC courses and programs are not integrated with academic courses	2.8	3.0	3.1	3.2	
18.Lack of state of the art technology in AVC classrooms and labs	2.8	2.7	2.3	3.1	2.1
19.Lack of career counselling services for AVC students	3.1	2.4	2.4	3.2	
20.Job placement services are not available for AVC students	3.0	2.7	2.8	3.0	
21.Programs are not based on industry validated standards	1.9	2.3	2.2	2.1	2.1
41.AVC role in tech prep is not well defined	3.6	2.8	2.5	3.5	
43.There is no statewide curriculum for vocational courses	3.0	2.6	2.8	2.8	
46.Business and industry personnel are not involved in AVC programs	3.0	2.6	2.5	2.7	2.6
47.AVC programs are not High Tech	2.9	2.7	2.5	2.8	2.4

48.AVC is not part of the Tech Prep movement	2.5	2.4	2.2	2.9	
50.Instruction in math, science, and English is not available on-site	2.8	2.9	2.9	2.9	2.4
OVERALL MEAN FOR PROGRAM QUALITY	2.7	2.5	2.4	2.7	2.2

Summary Conclusion

- **Generally speaking, program quality is not viewed as a major problem by any of the included stakeholder groups. This area had the most positive response of all areas.**

TEACHER PREPARATION AND DEVELOPMENT

Keeping positions filled with qualified teachers and administrators is a challenge faced by all of education. The AVCs have the same challenge. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
22.It is difficult to find qualified instructors	3.0	2.9			
23.It is difficult to find instructors with the necessary teacher preparation	3.2	3.1			
24.It is difficult to locate adequate in-service for instructors	2.8	2.6			
25.Position vacancies are not being filled due to financial problems	2.2	2.8			
26.University teacher education is not keeping pace with needs of instructors	3.8	3.4			
27.Teachers are "burning out"	3.5	2.9	2.4	3.0	
28.New, young instructors are not entering the profession	4.0	3.5			
OVERALL MEAN FOR TEACHER PREPARATION AND DEVELOPMENT	3.2	3.0			

Summary Conclusion

- **Directors see the lack of new, young instructors entering the profession as a major problem.**

STATE LEADERSHIP AND FUNDING POLICIES

There appears to be a lack of a clearly articulated mission statement for the contemporary role of AVCs. The following items were used to determine the extent of this problem as seen by stakeholders. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
29.A clear state-wide mission and goal statement for voc ed is lacking	3.9	3.1	2.8	3.5	
30.Leadership for AVCs is lacking at the state level	4.2	3.2			
31.Program accountability is minimal	2.8	2.7			
32.Weak programs obtain the same funding as strong programs	3.8	3.2			
36.Inadequate equipment is available in AVCs	3.6	2.7	2.2	3.2	2.2
37.Funding for equipment is inadequate	4.2	3.4			
49.A clear state-wide mission and goal statement for AVCs is lacking	4.0	2.9	2.6	3.4	
OVERALL MEAN FOR STATE LEADERSHIP AND FUNDING POLICIES	3.8	3.0	2.5	3.4	

Summary Conclusions

- ❒ Directors are highly concerned about a lack of leadership for AVCs at the state level.
- ❒ Inadequate funding for equipment is seen as a major problem by AVC directors.
- ❒ Directors cite the lack of a statewide mission and goal statement for AVCs as a major problem.

AVC ROLE IN EFE REGIONS

The role of AVCs within the state Education For Employment regions is not well defined. A series of items was used to better understand this problem. Average ratings on the five-point scale are presented below for the various groups.

	DIR	ADM	Coun	TCHR	PARnt
38.AVCs have no clout in EFE regions	3.2	2.7	2.7		
39.The role of the AVC in the EFE is not well defined	3.9	2.9	2.8	3.3	
40.The AVC staff is not included in EFE planning	2.4	2.4	2.8	3.0	
33.EFE regions create more competition for AVC funds	4.2	3.1			
34.EFE structures duplicate AVC functions	4.0	3.0	2.8	3.3	
35.EFE fund distribution by controlling boards is too political	3.2	3.0			
OVERALL MEAN FOR AVC ROLE IN EFE REGION	3.5	2.9	2.8	3.2	

Summary Conclusions

- ❒ Directors see EFE regions creating competition for AVC funds.
- ❒ Directors see EFE structures duplicating AVC functions.

Question 2. What variables are strongly related to AVC problems?

This question was formulated to provide an in-depth view of the survey results. Several key variables were identified to study. These variables included: 1) Geographic location, 2) Role of the Center Director in an EFE region, and 3) Enrollment trend in the AVC. The following sections provide a summary of these analyses.

Geographic Location

Geographic location was considered in the analysis by dividing the AVCs of the state into three sections. These three sections included: 1) suburban Chicago, 2) the northern part of the state outside of the suburbs, and 3) southern Illinois. The following provides more detail for this breakdown.

Suburban Chicago	Chicago, Cook and Lake Counties, and the former DAVTE Region 1.
Northern Illinois	Former DAVTE Regions 2, 3, and 4
Southern Illinois	Former DAVTE Regions 5 and 6

IMAGE

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
1.The Image of Vocational Education in the eyes of parents	4.0	3.8	3.6	3.1	2.6	2.6
2.AVC Programs are separate from other instruction	3.8	2.8	3.0	2.8	2.7	2.8
3.AVC programs are viewed as being for only low ability students	4.3	3.8	4.8	3.8	3.4	3.1
4.AVC programs are not viewed as appropriate for the college bound	4.5	4.1	4.6	4.3	3.8	3.9
5.College entrance requirements limit student access to AVC programs	4.7	4.8	4.6	4.3	3.9	4.0
6.AVC graduates are not able to find employment	2.0	1.9	2.6	2.1	2.6	2.0
7.Business and Industry opinion of AVC programs is low	2.2	2.2	3.2	2.3	2.3	1.8
44.Poor Image of Vocational Education in the eyes of counselors	4.0	3.8	4.8	3.6	2.8	2.2
45.Poor Image of Vocational Education in the eyes of students	3.8	3.6	4.6	3.4	3.2	2.6

51.AVC programs focus on special needs students	3.2	3.2	3.8	2.4	2.9	2.8
OVERALL MEAN FOR IMAGE	3.7	3.4	4.0	3.2	3.0	2.8

Summary Conclusions

- ❒ Suburban directors see the separateness of AVC programs from there instruction as being a bigger problem than do directors from other regions of the state.
- ❒ Directors in the south judge the problem of AVC programs being viewed as only for low ability students, as bigger than do northern and suburban directors.
- ❒ Business and industry opinion of AVC programs is viewed as a bigger problem to directors in the south than in the north or suburban areas.
- ❒ Perceived image of vocational education by counselors and by students is a bigger problem for directors in the south than in other regions. The opposite is true for sending school administrators in the south.
- ❒ Directors in the south see the image of vocational education in the eyes of students as being a bigger problem than do directors in other regions of the state. The opposite is true for sending school administrators in the south..

PROGRAM PRIORITY

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
8.Vocational Education is a decreasing priority to sec. school administrators	3.0	4.0	4.6	2.8	2.8	2.9
9.The need for capstone programs at the AVC has decreased	2.3	3.1	3.6	2.8	2.8	2.9
10.Tuition is increasing at the AVC	3.8	2.8	3.6	3.2	3.0	2.4
11.Fewer students are being sent to the AVC by counselors	3.5	3.8	4.4	3.1	2.7	2.6
12.Feeder schools are concerned about their own enrollment levels	3.3	4.4	4.4	3.6	3.3	3.2
13.Community support for AVC programs is low	2.5	2.8	2.8	3.0	2.7	2.4

42.Superintendents do not support Vocational Education	2.7	2.7	3.6	2.8	2.3	1.8
OVERALL MEAN FOR PRIORITY	3.0	3.4	3.9	3.0	2.8	2.6

Summary Conclusions

- ❒ The problem of Vocational Education decreasing in priority to school administrators is viewed to be a bigger problem to directors in the north and south than it is in the suburban area.
- ❒ The decreasing need for a capstone program at the AVC is viewed to be a bigger problem by directors in the south than in the other two regions.
- ❒ Increasing tuition is viewed as a bigger problem in the suburban and south regions than in the north.
- ❒ Feeder school concern about their enrollments is viewed as a bigger problem by directors in the north and south than in the suburban area.

PROGRAM QUALITY

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
14.Leadership for AVC programs by the Board is weak (local level)	2.8	2.5	2.4	1.7	1.6	1.4
15.Instructor competence is a weakness in AVC programs	2.3	1.9	1.6	2.0	1.8	2.2
16.Lack of competency-based curricula	2.0	2.1	2.0	2.1	2.2	2.2
17.AVC courses and programs are not integrated with academic courses	2.7	2.8	2.8	3.0	3.1	2.5
18.Lack of state of the art technology in AVC classrooms and labs	2.3	3.1	2.4	2.8	2.7	2.5
19.Lack of career counselling services for AVC students	2.7	3.2	3.2	2.3	2.6	2.2
20.Job placement services are not available for AVC students	2.2	3.1	4.2	2.1	3.1	2.5
21.Programs are not based on industry validated standards	1.8	1.8	2.2	2.1	2.6	2.1

41.AVC role in tech prep is not well defined	4.2	3.5	3.6	2.7	2.9	2.5
43.There is no statewide curriculum for vocational courses	3.2	2.8	3.8	2.5	2.9	2.1
46.Business and industry personnel are not involved in AVC programs	2.0	3.8	2.2	2.3	3.1	2.3
47.AVC programs are not High Tech	2.8	2.9	2.8	2.5	2.9	2.5
48.AVC is not part of the Tech Prep movement	2.3	2.7	2.2	2.3	2.5	2.4
50.Instruction in math, science, and English is not available on-site	3.0	2.7	2.8	3.1	2.9	2.4
OVERALL MEAN FOR PROGRAM QUALITY	2.6	2.8	2.8	2.4	2.6	2.3

Summary Conclusions

- ❒ The availability of job placement services is a bigger problem to directors in the south than it is in other regions. It is the least of a problem to suburban directors and administrators.
- ❒ Directors in the south see the lack of a statewide curriculum as a bigger problem than do directors in other regions.
- ❒ Lack of business and industry personnel involvement is viewed as a bigger problem by directors in the north than in other regions.

TEACHER PREPARATION AND DEVELOPMENT

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
22.It is difficult to find qualified instructors	3.2	2.6	3.4	2.9	3.0	2.6
23.It is difficult to find instructors with the necessary teacher preparation	3.3	3.0	3.4	3.2	3.0	2.9
24.It is difficult to locate adequate in-service for instructors	2.3	2.8	3.6	2.4	2.8	2.5
25.Position vacancies are not being filled due to financial problems	1.8	2.0	3.0	2.4	3.2	2.7
26.University teacher education is not keeping pace with needs of instructors	3.7	3.9	3.4	3.0	3.5	3.6

27.Teachers are "burning out"	3.2	3.4	4.2	2.9	3.0	2.7
28.New, young instructors are not entering the profession	3.8	3.8	4.6	3.4	3.8	2.8
OVERALL MEAN FOR TEACHER PREPARATION AND DEVELOPMENT	3.0	3.1	3.7	2.9	3.2	2.8

Summary Conclusions

- ❒ **Finding adequate inservice for instructors is viewed as a bigger problem to directors in the south than it is in other regions.**
- ❒ **Not filling vacant positions for financial reasons is viewed as a bigger problem by directors in the south than in the north and suburban areas.**
- ❒ **Teacher burn out is viewed as a bigger problem in the south by directors.**

STATE LEADERSHIP AND FUNDING POLICIES

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
29.A clear state-wide mission and goal statement for voc ed is lacking	4.3	3.4	4.4	2.8	3.4	2.8
30.Leadership for AVCs is lacking at the state level	4.7	4.0	4.6	3.1	3.5	2.6
31.Program accountability is minimal	2.7	2.7	3.0	2.6	2.8	2.6
32.Weak programs obtain the same funding as strong programs	4.0	3.7	4.0	3.2	3.5	2.8
36.Inadequate equipment is available in AVCs	3.7	3.9	2.8	2.7	2.6	2.8
37.Funding for equipment is inadequate	4.3	4.3	3.8	3.5	3.4	3.1
49.A clear statewide mission and goal statement for AVCs is lacking	4.7	3.6	4.2	2.7	3.2	2.3
OVERALL MEAN FOR STATE LEADERSHIP AND FUNDING POLICIES	4.1	3.7	3.8	2.9	3.2	2.7

Summary Conclusions

- ❒ Lack of equipment appears to be a bigger problem in the north and suburban areas than in the south, as reported by directors.
- ❒ Lack of a clear statewide mission statement for AVCs is perceived as somewhat less of a problem for directors in the North.
- ❒ Suburban and southern directors see much more need for state level leadership and for a clear statewide mission and goal statement for AVCs than do the administrators from their respective regions.

AVC ROLE IN EFE REGION

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
38.AVCs have no clout in EFE regions	3.2	3.2	3.4	2.4	3.0	2.5
39.The role of the AVC in the EFE is not well defined	4.7	3.6	3.6	2.4	3.4	2.7
40.The AVC staff is not included in EFE planning	2.0	2.7	2.4	2.1	2.7	2.3
33.EFE regions create more competition for AVC funds	4.7	3.8	4.8	2.9	3.3	2.8
34.EFE structures duplicate AVC functions	4.7	3.5	4.6	2.9	3.3	2.5
35.EFE fund distribution by controlling boards is too political	3.3	3.2	2.8	2.7	3.3	2.5
OVERALL MEAN FOR AVC ROLE IN EFE REGION	3.8	3.3	3.6	2.6	3.2	2.6

Summary Conclusions

- ❒ The lack of a well defined role for AVCs in EFE regions is perceived to be a bigger problem by suburban directors than by directors in other regions.

- ❒ Competition for AVC funds by EFE regions is perceived by directors to be a bigger problem in the suburbs and the south than in the north. Sending school administrators in the suburbs and in the north see it as less of a problem.

- ❒ The perception of EFE structures being duplicative of AVC functions is viewed as a bigger problem by directors in the south and suburbs than by those in the north. Corresponding sending school administrators see it as less of a problem.

ROLE OF THE CENTER DIRECTOR

It was hypothesized that AVC Directors who jointly held the position of EFE Regional Director may have different perceptions of AVC problems. The data presentation that follows provides a description of perceptions held by joint and non-joint-role of AVC directors and sending school administrators.

IMAGE

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
1.The Image of Vocational Education in the eyes of parents	3.7	3.8	2.8	2.9
2.AVC Programs are separate from other instruction	3.2	2.9	2.9	2.7
3.AVC programs are viewed as being for only low ability students	4.3	4.1	3.5	3.4
4.AVC programs are not viewed as appropriate for the college bound	4.5	4.2	4.0	3.9
5.College entrance requirements limit student access to AVC programs	4.8	4.6	4.0	4.2
6.AVC graduates are not able to find employment	2.0	2.2	2.3	2.4
7.Business and Industry opinion of AVC programs is low	2.3	2.5	2.0	2.4
44.Poor Image of Vocational Education in the eyes of counselors	4.4	3.6	3.0	2.8
45.Poor Image of Vocational Education in the eyes of students	4.4	3.4	3.0	3.2
51.AVC programs focus on special needs students	3.5	3.1	2.9	2.7
OVERALL MEAN FOR IMAGE	3.7	3.4	3.0	3.1

Summary Conclusion

- Generally, there is congruence within directors and between directors and administrators except joint-role directors perceive the poor image of vocational education in the eyes of both students and counselors to be a greater problem than do their respective sending school administrators.

PROGRAM PRIORITY

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
8.Vocational Education is a decreasing priority to sec. school administrators	3.5	4.2	3.1	2.6
9.The need for capstone programs at the AVC has decreased	2.8	3.2	2.9	2.7
10.Tuition is increasing at the AVC	3.0	3.4	3.0	2.8
11.Fewer students are being sent to the AVC by counselors	3.6	4.0	2.9	2.8
12.Feeder schools are concerned about their own enrollment levels	3.9	4.2	3.3	3.3
13.Community support for AVC programs is low	2.8	2.6	2.7	2.8
42.Superintendents do not support Vocational Education	2.3	3.2	2.3	2.5
OVERALL MEAN FOR PRIORITY	3.1	3.5	2.9	2.8

Summary Conclusions

- Non-joint-role directors consistently view the program priority problems to be greater than they are viewed by both joint-role directors and sending school administrators, particularly their respective sending school administrators.

PROGRAM QUALITY

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
14.Leadership for AVC programs by the Board is weak (local level)	2.5	2.6	1.6	1.6
15.Instructor competence is a weakness in AVC programs	1.9	2.1	1.9	2.1
16.Lack of competency-based curricula	2.3	1.9	2.4	2.1
17.AVC courses and programs are not integrated with academic courses	2.8	2.8	3.1	2.9
18.Lack of state of the art technology in AVC classrooms and labs	2.6	2.9	2.6	2.9

19.Lack of career counselling services for AVC students	3.4	2.9	2.4	2.5
20.Job placement services are not available for AVC students	3.5	2.7	2.7	2.8
21.Programs are not based on industry validated standards	2.0	1.8	2.4	2.3
41.AVC role in tech prep is not well defined	3.3	3.9	2.6	3.0
43.There is no statewide curriculum for vocational courses	3.3	2.9	2.5	2.7
46.Business and industry personnel are not involved in AVC programs	2.4	3.5	2.6	2.7
47.AVC programs are not High Tech	2.7	3.1	2.8	2.7
48.AVC is not part of the Tech Prep movement	2.2	2.7	2.4	2.5
50.Instruction in math, science, and English is not available on-site	2.8	2.8	2.7	3.1
OVERALL MEAN FOR PROGRAM QUALITY	2.7	2.8	2.5	2.6

Summary Conclusions

- Lack of involvement of business and industry personnel, while not rated as a major problem, is viewed to be a bigger problem to directors who are not also EFE directors than to those who are.

TEACHER PREPARATION AND DEVELOPMENT

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
22.It is difficult to find qualified instructors	2.8	3.1	2.9	3.0
23.It is difficult to find instructors with the necessary teacher preparation	3.0	3.4	3.0	3.2
24.It is difficult to locate adequate in-service for instructors	3.0	2.6	2.6	2.7
25.Position vacancies are not being filled due to financial problems	2.1	2.3	2.9	2.7

26.University teacher education is not keeping pace with needs of instructors	3.9	3.6	3.7	3.1
27.Teachers are "burning out"	3.7	3.4	2.8	3.1
28.New, young instructors are not entering the profession	4.0	3.9	3.4	3.6
OVERALL MEAN FOR TEACHER PREPARATION AND DEVELOPMENT	3.2	3.2	3.0	3.1

Summary Conclusions

- There is general agreement among joint-role and nonjoint-role directors and sending school administrators relative to any problems dealing with teacher preparation and development.

STATE LEADERSHIP AND FUNDING POLICIES

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
29.A clear state-wide mission and goal statement for voc ed is lacking	4.1	3.7	3.0	3.2
30.Leadership for AVCs is lacking at the state level	4.4	4.1	3.0	3.4
31.Program accountability is minimal	2.8	2.8	2.7	2.6
32.Weak programs obtain the same funding as strong programs	3.5	4.1	3.2	3.3
36.Inadequate equipment is available in AVCs	3.5	3.7	2.7	2.8
37.Funding for equipment is inadequate	4.2	4.3	3.3	3.6
49.A clear state-wide mission and goal statement for AVCs is lacking	3.8	4.2	3.0	2.9
OVERALL MEAN FOR STATE LEADERSHIP AND FUNDING POLICIES	3.8	3.8	3.0	3.1

Summary Conclusions

- Congruent views exist between and within directors and administrators except joint-role directors perceive problems in three areas to be much greater than did their respective sending school administrators. The problem areas were 1) lacking statewide mission and goal statement, 2) lack of state leadership for AVCs, and 3) inadequate funding for equipment.

AVC ROLE IN EFE REGION

	DIRECTOR		Sending ADMIN	
	AVC/EFE	Separate	AVC/EFE	Separate
38.AVCs have no clout in EFE regions	2.6	3.7	2.5	3.0
39.The role of the AVC in the EFE is not well defined	3.2	4.4	2.8	3.1
40.The AVC staff is not included in EFE planning	1.8	2.9	2.2	2.7
33.EFE regions create more competition for AVC funds	3.6	4.7	3.1	3.1
34.EFE structures duplicate AVC functions	3.5	4.4	2.9	3.1
35.EFE fund distribution by controlling boards is too political	2.5	3.9	2.8	3.2
OVERALL MEAN FOR AVC ROLE IN EFE REGION	2.9	4.0	2.7	3.0

Summary Conclusions

- As expected, there appears to be a difference in the view of problems by non-joint-role and joint-role directors on several dimensions of the AVC role in EFE regions. Clout, role definition, planning, competition for funds, and political nature of funding are examples. The nonjoint-role directors consistently perceived these problem areas to be of much greater magnitude than did the joint-role directors. Moreover, a similar relationship was found between nonjoint-role directors and their respective sending school administrators.

Enrollment Trends in AVCs

AVCs that are increasing or decreasing in size may experience different problems. This segment of the analysis presents the reactions of directors and administrators associated with AVCs which show different enrollment trends. The following divisions are used in the tables.

Decreasing enrollment since 1986

Stable enrollment since 1986

Increasing enrollment since 1986

IMAGE

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
1.The Image of Vocational Education in the eyes of parents	3.6	4.3	3.6	3.0	2.9	2.3
2.AVC Programs are separate from other instruction	3.1	3.0	2.8	2.8	2.8	2.7
3.AVC programs are viewed as being for only low ability students	4.3	4.0	4.0	3.5	3.4	3.5
4.AVC programs are not viewed as appropriate for the college bound	4.2	4.3	4.4	4.0	3.9	3.9
5.College entrance requirements limit student access to AVC programs	4.7	4.6	4.6	4.2	4.3	3.5
6.AVC graduates are not able to find employment	2.3	1.8	1.8	2.4	2.1	2.4
7.Business and Industry opinion of AVC programs is low	2.6	2.0	2.4	2.4	1.9	2.1
44.Poor Image of Vocational Education in the eyes of counselors	4.1	3.8	3.6	2.9	3.1	2.4
45.Poor Image of Vocational Education in the eyes of students	3.8	3.8	4.0	3.2	3.0	3.2
51.AVC programs focus on special needs students	3.3	3.5	3.2	2.8	2.9	2.6
OVERALL MEAN FOR IMAGE	3.6	3.5	3.4	3.1	3.0	2.9

Summary Conclusions

- Overall, the image of vocational education was not perceived by directors and sending school administrators to be a problem that was related to enrollment trends in the AVCs.

- ❒ **The image of vocational education in the eyes of parents was perceived to be a bigger problem by directors in those AVCs with stable enrollments than by the administrators in the sending schools served by those AVCs.**

PROGRAM PRIORITY

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
8.Vocational Education is a decreasing priority to sec. school administrators	3.9	3.7	4.2	2.9	2.9	2.3
9.The need for capstone programs at the AVC has decreased	3.1	3.3	2.6	2.9	2.8	2.6
10.Tuition is increasing at the AVC	3.6	2.8	2.4	2.8	3.1	2.8
11.Fewer students are being sent to the AVC by counselors	4.2	3.3	3.4	2.8	3.0	2.5
12.Feeder schools are concerned about their own enrollment levels	4.2	3.8	4.0	3.5	3.1	3.1
13.Community support for AVC programs is low	2.6	2.7	3.0	2.8	2.5	2.7
42.Superintendents do not support Vocational Education	3.2	2.0	2.6	2.6	2.5	1.8
OVERALL MEAN FOR PRIORITY	3.5	3.1	3.2	2.9	2.8	2.5

Summary Conclusions

- ❒ **Overall, the priority that vocational education has, as perceived by directors and sending school administrators, is not related to enrollment trends in the AVCs.**
- ❒ **While not a major problem, increasing tuition is perceived to be a bigger problem to directors of AVCs with declining enrollments than to directors in AVCs with stable or increasing enrollments.**
- ❒ **Fewer students being sent to the AVCs by counselors was viewed to be a bigger problem by directors in those AVCs with declining enrollments than by the administrators in the sending schools served by those AVCs.**

PROGRAM QUALITY

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
14.Leadership for AVC programs by the Board is weak (local level)	2.6	2.5	2.4	1.7	1.3	1.3
15.Instructor competence is a weakness in AVC programs	1.8	2.7	1.8	2.1	1.9	1.7
16.Lack of competency-based curricula	2.0	1.8	2.4	2.1	2.3	2.3
17.AVC courses and programs are not integrated with academic courses	2.9	3.3	2.0	2.9	3.2	3.0
18.Lack of state of the art technology in AVC classrooms and labs	2.5	3.0	3.4	2.6	2.7	3.3
19.Lack of career counselling services for AVC students	3.1	3.2	3.0	2.3	2.6	2.5
20.Job placement services are not available for AVC students	3.2	2.8	2.8	2.6	2.8	2.7
21.Programs are not based on industry validated standards	1.9	1.7	2.0	2.2	2.3	2.9
41.AVC role in tech prep is not well defined	4.0	3.3	3.0	2.9	2.8	2.7
43.There is no statewide curriculum for vocational courses	3.3	3.3	2.0	2.6	2.3	3.3
46.Business and industry personnel are not involved in AVC programs	3.6	2.3	2.2	2.7	2.4	3.0
47.AVC programs are not High Tech	3.0	3.2	2.4	2.7	2.6	3.0
48.AVC is not part of the Tech Prep movement	2.8	2.0	2.2	2.5	2.0	2.9
50.Instruction in math, science, and English is not available on-site	2.6	4.0	2.0	2.9	3.1	2.6
OVERALL MEAN FOR PROGRAM QUALITY	2.8	2.8	2.4	2.5	2.5	2.7

Summary Conclusions

- Integration of AVC courses and programs with academic courses is viewed to be less of a problem to directors in AVCs with increasing enrollments compared to those in AVCs with stable and declining enrollments.

- ❒ The AVCs role in tech prep not being well defined is identified as a big problem by directors in AVCs with declining enrollment and less of a problem in AVCs with stable or increasing enrollments.
- ❒ Directors in AVCs with increasing enrollments see less of a problem in areas described in items 43, 46, and 47 than do their counterparts with stable and declining enrollments.

TEACHER PREPARATION AND DEVELOPMENT

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
22.It is difficult to find qualified instructors	2.7	3.3	3.2	2.8	2.9	3.2
23.It is difficult to find instructors with the necessary teacher preparation	2.9	3.7	3.4	3.0	3.2	3.6
24.It is difficult to locate adequate in-service for instructors	3.1	2.5	2.2	2.6	2.6	2.9
25.Position vacancies are not being filled due to financial problems	2.5	2.0	1.6	2.7	2.6	3.3
26.University teacher education is not keeping pace with needs of instructors	3.7	4.3	3.2	3.2	3.7	3.4
27.Teachers are "burning out"	3.4	3.7	3.6	2.8	3.1	3.2
28.New, young instructors are not entering the profession	4.3	3.8	3.2	3.4	3.8	3.6
OVERALL MEAN FOR TEACHER PREPARATION AND DEVELOPMENT	3.2	3.3	2.9	2.9	3.1	3.3

Summary Conclusions

- ❒ Directors in AVCs with increasing enrollments see their inability to fill position vacancies for financial reasons to be much less of a problem than do their respective sending school administrators.
- ❒ The problem of university programs not keeping pace with needs of instructors is viewed as a big problem by directors in stable AVCs and less of a problem in the AVCs with declining and increasing enrollments.

❒ Directors in AVCs with declining enrollments identify the lack of new, young instructors entering the profession as a big problem. Directors in AVCs with stable and increasing enrollments see this phenomena as less of a problem.

STATE LEADERSHIP AND FUNDING POLICIES

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
29.A clear statewide mission and goal statement for voc ed is lacking	3.8	4.7	3.2	3.2	3.1	3.0
30.Leadership for AVCs is lacking at the state level	4.2	4.5	4.0	3.2	3.1	3.6
31.Program accountability is minimal	2.7	3.2	2.6	2.7	2.6	3.0
32.Weak programs obtain the same funding as strong programs	4.1	3.5	3.4	3.4	2.9	3.3
36.Inadequate equipment is available in AVC's	3.6	3.8	3.4	2.8	2.6	2.9
37.Funding for equipment is inadequate	4.0	4.5	4.6	3.6	3.4	2.9
49.A clear state-wide mission and goal statement for AVCs is lacking	3.9	4.7	3.6	2.9	2.9	2.8
OVERALL MEAN FOR STATE LEADERSHIP AND FUNDING POLICIES	3.8	4.1	3.5	3.1	2.9	3.1

Summary Conclusions

❒ The lack of clear statewide mission and goal statements for voc ed and AVCs is viewed by Directors of AVCs with stable enrollments as a major problem. Directors in AVCs with increasing or declining enrollments see it as less of a problem.

AVC ROLE IN EFE REGION

	DIRECTOR			Sending ADMIN		
	Decline	Stable	Increase	Decline	Stable	Increase
38.AVC's have no clout in EFE regions	3.9	2.3	2.4	2.8	2.8	2.6
39.The role of the AVC in the EFE is not well defined	4.4	3.7	2.6	3.1	2.8	2.6

40.The AVC staff is not included in EFE planning	2.6	2.0	2.2	2.5	2.4	2.4
33.EFE regions create more competition for AVC funds	4.5	3.5	4.4	3.0	3.4	3.1
34.EFE structures duplicate AVC functions	4.3	3.5	3.8	2.9	3.2	3.0
35.EFE fund distribution by controlling boards is too political	3.3	3.3	3.0	4.6	3.1	2.9
OVERALL MEAN FOR AVC ROLE IN EFE REGION	3.8	3.1	3.1	3.2	3.0	2.8

Summary Conclusions

- Directors in AVCs with declining enrollments see having "no clout" within EFE regions as a bigger problem than do directors in AVCs with stable and increasing enrollments.
- Lack of role definition for AVCs in EFE regions is seen as a major problem by directors in AVCs with declining enrollments, less of a problem to directors with stable enrollment AVCs, and much less of a problem to directors in centers with increasing enrollments.
- Directors in AVCs with declining or increasing enrollments see the EFE regions creating more competition for AVC funds as a major problem. Directors from AVCs with stable enrollments see it as less of a problem.
- Sending school administrators served by AVCs with declining enrollments see EFE fund distribution by controlling boards to be too political and a big problem.

Question 3. What reactions do stakeholders have to various innovations?

This question was pursued by asking the various stakeholders to rate a series of possible solutions to some of the perceived problems that AVCs are experiencing.

Bad Idea — Good Idea

	Students	Graduates
1.Better image of Vocational Education in the eyes of Parents	4.2	4.5
2.Offer academic and vocational instruction at the AVC	4.1	3.8
3.Make AVC programs appropriate for college bound students	4.6	4.6
4.Have counselors tell students more about the AVC	4.5	4.7
5.Improve the AVC Instructors	3.5	3.4
6.Add competency-based curricula	3.6	3.6
7.Add state of the art technology in AVC classrooms and labs	4.5	4.4
8.Provide career counselling services for AVC students	4.5	4.6
9.Provide job placement services for AVC students	4.7	4.7
10.Better equipment in AVCs	4.4	4.2
11.Improve image of Vocational Education in the eyes of counselors	4.1	4.4
12.Improve image of Vocational Education in the eyes of students	4.7	4.5
13.Involve Business and industry personnel in AVC programs	4.5	4.5
14.Make AVC programs High Tech	4.3	4.2
15.Make AVC part of Tech Prep	4.2	4.1

Summary Conclusions

❒ **Students and graduates perceive nearly all of the listed possible solutions to be good ideas (ratings of 4.0 or higher).**

Won't Work — Great Potential

	DIRECTORS	SENDING ADMINS
1.Replacing less valid programs with high need programs	3.8	4.1
2.Integrate math, science and English instruction with vocational programs	3.9	3.7
3.Utilize work-based learning for teaching subjects such as physics, chemistry, etc. in the AVC	3.6	3.6
4.Make a vocational teacher a lead teacher for teams of English, math, and science teachers	2.8	2.9
5.Offer non-vocational classes at the AVC, including remedial	3.2	3.0
6.Bring high-cost/low incidence programs such as physics, computer and others into the AVC	3.6	3.1
7.Provide a cornerstone for articulated 2+2 tech prep programs	4.6	3.9
8.Become more involved in Adult Basic Education, remediation, and other adult education efforts	3.0	3.4
9.Provide programs for teen parents, offenders, and other adults in need of vocational education	3.3	3.6
10.Offer short courses for adult retraining	3.6	3.7
11.Offer programs and services for JTPA clients	3.7	3.7
12.Provide training for dislocated workers	3.3	3.7
13.Provide computerized remediation and tutorial programs	3.9	3.7
14.Provide dropout prevention services	3.7	3.6
15.Become a Department of Labor Opportunity Center for At-Risk Youth	2.9	3.3

16.Raise AVC admission standards (e.g., school attendance, grades, prerequisites, etc)	3.0	3.1
17.Require vocational classes in grades 9 and 10	3.0	3.0
18.Establish 8-period days with a required 6-period course load in sending schools	3.5	3.0
19.Employ a professional marketing company to promote the AVC	3.9	3.0
20.Produce radio and TV spots promoting the AVC	4.0	3.3
21.Use advisory committee members to promote the AVC	4.2	3.6
22.Raise money from local businesses to support promotional activities	3.6	4.1
23.Engage union leaders to help promote the AVC	3.8	3.7
24.Initiate promotional activities directed at superintendents	3.7	3.6
25.Conduct career education outreach programs for grades 6-8	4.6	3.8
26.Develop sample student plans with community colleges to demonstrate how High School vocational courses fit	4.4	3.9
27.Provide career counseling for junior high and middle school students	4.3	3.9
28.Approach non-member districts and allow them to send students to the AVC at regular tuition without voting rights	3.7	3.6
29.Eliminate programs that duplicate or compete with others	3.8	4.5
30.Use part-time instructors to lower costs and maximize flexibility	2.9	3.1
31.Establish a certification process for program graduates	4.3	3.9
32.Use AVCs as certification centers for the EFE regions	4.5	3.7
33.Establish contracts to do training for local businesses	4.1	3.9
34.Lease space to local community colleges	3.7	3.5
35.Become a center for community-based programs	3.2	3.8

36.Become a site for Alternative Education programs	2.8	3.5
37.Increase private sector participation in program planning	3.8	3.8
38.Conduct a sophisticated needs assessment of the region	3.6	3.7
39.Contract with local unions for training apprentices	3.7	4.1
40.Clearly state performance standards for students.	4.4	4.1
41.Industry funded AVC programs	3.9	3.9
42.Combine EFE and AVC leadership responsibilities in one position	4.1	3.7

Summary Conclusions

- Directors and sending school administrators are in agreement that most of the listed solutions have potential. Those identified as having the most potential are described in items 7, 25, 26, 27, 29, 31, 32, and 40.

Geographic differences in views of potential solutions

Won't Work — Great Potential

	DIRECTOR			Sending ADMIN		
	Suburb	North	South	Suburb	North	South
1.Replacing less valid programs with high need programs	3.8	3.9	3.6	4.1	4.2	4.2
2.Integrate math, science and English instruction with vocational programs	3.7	3.9	4.0	3.7	3.8	3.8
3.Utilize work-based learning for teaching subjects such as physics, chemistry, etc. in the AVC	3.8	3.7	3.4	3.6	3.6	3.5
4.Make a vocational teacher a lead teacher for teams of English, math, and science teachers	3.3	2.5	2.8	2.9	2.9	2.9
5.Offer non-vocational classes at the AVC, including remedial	3.0	3.7	2.2	3.0	2.8	3.0
6.Bring high-cost/low incidence programs such as physics, computer and others into the AVC	3.5	3.8	2.8	3.1	3.0	2.9

7.Provide a cornerstone for articulated 2+2 tech prep programs	4.7	4.8	4.0	3.9	4.0	3.6
8.Become more involved in Adult Basic Education, remediation, and other adult education efforts	3.0	3.1	3.0	3.4	3.3	3.2
9.Provide programs for teen parents, offenders, and other adults in need of vocational education	3.7	3.4	2.6	3.6	3.5	3.8
10.Offer short courses for adult retraining	3.8	3.7	3.2	3.7	3.7	3.7
11.Offer programs and services for JTPA clients	4.2	3.5	3.4	3.7	3.7	3.9
12.Provide training for dislocated workers	3.8	3.0	3.0	3.7	3.6	3.8
13.Provide computerized remediation and tutorial programs	4.5	3.7	3.6	3.7	3.7	3.8
14.Provide dropout prevention services	4.2	3.7	3.4	3.6	3.5	3.9
15.Become a Department of Labor Opportunity Center for At-Risk Youth	3.5	2.7	2.6	3.3	3.2	3.5
16.Raise AVC admission standards (e.g., school attendance, grades, prerequisites, etc)	3.3	2.8	3.2	3.1	3.4	3.1
17.Require vocational classes in grades 9 and 10	3.3	2.5	3.8	3.0	2.9	3.2
18.Establish 8-period days with a required 6-period course load in sending schools	3.0	3.3	4.8	3.0	2.9	3.7
19.Employ a professional marketing company to promote the AVC	3.8	4.1	3.8	3.0	3.0	2.9
20.Produce radio and TV spots promoting the AVC	4.7	4.0	3.2	3.3	3.2	3.6
21.Use advisory committee members to promote the AVC	4.5	4.0	4.2	3.6	3.6	3.8
22.Raise money from local businesses to support promotional activities	4.2	3.2	3.8	4.1	4.6	3.7
23.Engage union leaders to help promote the AVC	4.3	3.5	4.0	3.7	3.9	3.7
24.Initiate promotional activities directed at superintendents	3.5	3.5	4.6	3.6	3.8	3.5
25.Conduct career education outreach programs for grades 6-8	4.8	4.5	4.4	3.8	3.8	3.8
26.Develop sample student plans with community colleges to demonstrate how High School vocational courses fit	4.5	4.4	4.0	3.9	4.1	3.7
27.Provide career counseling for junior high and middle school students	4.0	4.4	4.4	3.9	4.1	3.9

28.Approach non-member districts and allow them to send students to the AVC at regular tuition without voting rights	4.3	3.8	2.6	3.6	3.8	3.5
29.Eliminate programs that duplicate or compete with others	3.5	3.8	4.2	4.5	4.1	3.8
30.Use part-time instructors to lower costs and maximize flexibility	3.2	2.8	2.6	3.1	3.3	3.0
31.Establish a certification process for program graduates	4.2	4.3	4.2	3.9	3.9	4.1
32.Use AVCs as certification centers for the EFE regions	4.8	4.3	4.6	3.7	3.7	3.9
33.Establish contracts to do training for local businesses	4.3	4.2	3.8	3.9	3.9	4.2
34.Lease space to local community colleges	4.2	3.8	2.8	3.5	3.5	3.3
35.Become a center for community-based programs	2.7	3.4	3.2	3.8	3.6	3.7
36.Become a site for Alternative Education programs	3.3	3.0	2.0	3.5	3.5	3.4
37.Increase private sector participation in program planning	4.0	3.5	4.6	3.8	4.0	4.0
38.Conduct a sophisticated needs assessment of the region	4.7	2.8	4.0	3.7	4.1	3.5
39.Contract with local unions for training apprentices	4.5	3.4	3.8	4.1	4.2	3.8
40.Clearly state performance standards for students.	5.0	4.0	4.8	4.1	4.3	3.8
41.Industry funded AVC programs	4.2	3.6	4.0	3.9	4.0	3.6
42.Combine EFE and AVC leadership responsibilities in one position	4.3	3.9	4.4	3.7	4.2	3.7

Summary Conclusions

- There is much perceived potential across the state for the solutions described in items 7, 23, 25, 26, 27, 31, 32, 33, 40 and 42.
- The suburban directors perceive much potential for solutions described in items 11, 13, 14, and 20.

- ❒ Directors in the south perceive a very high potential for an eight-period day with a required six period load in the sending schools. Corresponding sending school administrators see less potential for this solution.
- ❒ Directors in the south see great potential for increasing private sector participation in program planning. Directors in other areas see somewhat less potential.
- ❒ Suburban directors see strong potential in conducting sophisticated needs assessments of their region. Whereas, northern directors see much less potential for such assessments(even though their respective sending school administrators see more potential).

Role of AVC Director in the EFE Region and Perceptions of potential solutions

Won't Work — Great Potential

	DIRECTORS		SENDING ADMINS	
	AVC/EFE	Separate	AVC/EFE	Separate
1.Replacing less valid programs with high need programs	3.4	4.1	4.1	4.2
2.Integrate math, science and English instruction with vocational programs	3.9	3.9	3.5	3.9
3.Utilize work-based learning for teaching subjects such as physics, chemistry, etc. in the AVC	3.5	3.7	3.2	4.0
4.Make a vocational teacher a lead teacher for teams of English, math, and science teachers	2.8	2.8	2.7	3.0
5.Offer non-vocational classes at the AVC, including remedial	3.1	3.3	2.6	3.4
6.Bring high-cost/low incidence programs such as physics, computer and others into the AVC	3.3	3.8	2.8	3.3
7.Provide a cornerstone for articulated 2+2 tech prep programs	4.7	4.5	3.7	4.1
8.Become more involved in Adult Basic Education, remediation, and other adult education efforts	2.9	3.1	3.5	3.2

9.Provide programs for teen parents, offenders, and other adults in need of vocational education	3.2	3.4	3.8	3.5
10.Offer short courses for adult retraining	3.6	3.6	3.8	3.6
11.Offer programs and services for JTPA clients	3.4	4.0	3.6	3.8
12.Provide training for dislocated workers	2.8	3.6	3.6	3.9
13.Provide computerized remediation and tutorial programs	3.8	3.9	3.5	3.9
14.Provide dropout prevention services	3.7	3.7	3.5	3.6
15.Become a Department of Labor Opportunity Center for At-Risk Youth	2.8	2.9	3.2	3.3
16.Raise AVC admission standards (e.g., school attendance, grades, prerequisites, etc)	3.0	3.1	3.1	3.1
17.Require vocational classes in grades 9 and 10	2.6	3.3	3.1	2.8
18.Establish 8-period days with a required 6-period course load in sending schools	3.4	3.5	2.9	3.1
19.Employ a professional marketing company to promote the AVC	3.6	4.1	2.8	3.2
20.Produce radio and TV spots promoting the AVC	3.8	4.1	3.3	3.2
21.Use advisory committee members to promote the AVC	4.0	4.3	3.5	3.8
22.Raise money from local businesses to support promotional activities	3.5	3.6	3.4	4.8
23.Engage union leaders to help promote the AVC	3.6	3.9	3.5	4.0
24.Initiate promotional activities directed at superintendents	3.9	3.6	3.5	3.7
25.Conduct career education outreach programs for grades 6-8	4.5	4.6	3.8	3.9
26.Develop sample student plans with community colleges to demonstrate how High School vocational courses fit	4.5	4.3	3.8	3.9
27.Provide career counseling for junior high and middle school students	4.4	4.2	3.8	4.0
28.Approach non-member districts and allow them to send students to the AVC at regular tuition without voting rights	3.5	3.9	3.4	3.8
29.Eliminate programs that duplicate or compete with others	3.2	4.2	4.1	4.9

30.Use part-time instructors to lower costs and maximize flexibility	2.7	3.1	3.2	3.0
31.Establish a certification process for program graduates	3.8	4.6	3.9	4.0
32.Use AVCs as certification centers for the EFE regions	4.2	4.8	3.6	3.8
33.Establish contracts to do training for local businesses	4.2	4.1	3.9	4.0
34.Lease space to local community colleges	3.9	3.5	3.6	3.4
35.Become a center for community-based programs	3.1	3.3	3.6	3.9
36.Become a site for Alternative Education programs	2.7	2.9	3.6	3.3
37.Increase private sector participation in program planning	3.6	4.0	3.7	3.9
38.Conduct a sophisticated needs assessment of the region	3.5	3.6	3.6	3.8
39.Contract with local unions for training apprentices	3.7	3.6	3.9	4.4
40.Clearly state performance standards for students.	4.4	4.4	4.1	4.1
41.Industry funded AVC programs	3.7	4.0	3.9	4.0
42.Combine EFE and AVC leadership responsibilities in one position	4.5	3.9	3.8	3.6

Summary Conclusions

- ❒ Sending school administrators served by AVCs with nonjoint-role directors saw raising money from local businesses to support promotional activities as having great potential.
- ❒ Nonjoint-role directors and administrators from the sending schools they are from and serve perceive much stronger potential for eliminating programs that duplicate or compete with others than did their counterpart directors or administrators.

SURVEY OF AVC LEADERS IN THE UNITED STATES

Prepared for
Illinois Council on Vocational Education,
Illinois State Board of Education, and
Illinois Area Vocational Directors Council

Prepared by
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June 1992

Appendix D

SURVEY OF AVC LEADERS IN THE UNITED STATES

PURPOSE OF THE SURVEY

Knowledge of the current status of area vocational centers (AVCs) from across the nation was felt to be important to the development of recommendations for refocusing the mission(s) of AVCs in Illinois. The purpose of this survey was to obtain an assessment of the current status and future direction(s) of the AVCs in other states.

PROCEDURES

Letters over the signature of Dr. Richard Miguel; Illinois Assistant Superintendent; Adult, Vocational-Technical Education; were sent to all State Directors of Vocational Education in the U.S. The letters described the purpose of the Illinois AVC Study and requested each State Director to provide by return mail the name, title and telephone number of the person who was most knowledgeable of the AVCs within his/her state. A self-addressed and posted postcard was enclosed with each letter to make it easy for State Directors to respond to this request.

Responses were received from the following listed states.

Alabama	Connecticut	Kentucky
Alaska	Delaware	Louisiana
Arizona	Georgia	Maine
Arkansas	Hawaii	Massachusetts
California	Idaho	Michigan
Colorado	Iowa	Missouri
Nebraska	Oklahoma	Vermont
New Hampshire	Oregon	Virginia
New Jersey	Pennsylvania	Washington
New Mexico	Rhode Island	West Virginia
New York	South Carolina	Wisconsin
North Carolina	South Dakota	Wyoming
North Dakota	Texas	
Ohio	Utah	

An interview guide was prepared and used in the telephone interviews that were conducted with the person nominated by their Vocational Director in each of the responding states. The guide was designed to obtain data and information relative to the current status and future direction(s) of AVCs in other states. The guide included several probing questions. They were:

- How many AVCs are there in your state?
- Is this number increasing, decreasing, or staying the same?
- Are AVC enrollments increasing, decreasing, or staying the same?
- How are AVCs funded in your state?

- What is the mean or range of the AVC tuition rates in your state?
- Who is being served by AVCs in your state?
- Who owns the AVCs in your state?
- How are the AVCs governed in your state?
- What new and/or innovative programs are being offered by the AVCs in your state?
- What does the future hold for AVCs in your state?

Of the 40 responses received from the State Directors in the foregoing listed states, 38 were found to be useful in the telephone survey. Two of the named contact persons were non-responsive or unable to be reached by telephone.

The data and information obtained through the telephone interviews with representatives in 38 of the foregoing listed 40 states were tabulated and analyzed. Both qualitative and quantitative analysis techniques were used to prepare findings which reflected the current status and future of AVCs in other states.

The findings of this survey are based upon responses from 26 states where AVCs were reported to be an integral part of the delivery system for secondary-level vocational education. They are presented here; each along with their related probing question.

FINDINGS

HOW MANY AVCS ARE THERE IN YOUR STATE?

Twelve State Directors of Vocational Education or their designated contact person indicated that they did not have any secondary-level AVCs in their states. Twenty-six respondents reported that secondary-level AVCs were a part of their state's delivery system for vocational education. A grouped-data summary of the number of states which reported having various numbers of secondary-level AVCs follows:

	Number of States	Number of AVCs Reported
	12	-0-
	2	2 - 5
	8	6 - 10
	4	11 - 20
	3	21 - 40
	7	41 - 60
	2	61 - 86
TOTAL	38	

IS THIS NUMBER INCREASING, DECREASING, OR STAYING THE SAME?

Responses to this question indicated that the number of AVCs was:
- **increasing in 5 states (19%),**
- **decreasing in 9 states (35%), and**
- **staying the same in 12 states (46%).**

All increases and decreases were very small except for one state which opened 9 of its 48 AVCs in 1990.

ARE ENROLLMENTS INCREASING, DECREASING, OR STAYING THE SAME?

Responses received in response to statewide enrollments in AVCs indicated that enrollments were:

- **increasing in 8 states (31%),**
- **decreasing in 11 states (42%), and**
- **remaining stable in 7 states (27%).**

Reported changes in enrollment levels could not be characterized as significant. However, two states which have 8 and 9 AVCs were reported to have experienced "big" and "20-30%" growth respectively, in recent years.

HOW ARE AVCS FUNDED IN YOUR STATE?

As might be expected AVCs across the nation receive their funding from a variety of federal, state, and local sources and the proportion of their support received from each of these sources varies greatly among the states. All states reported receiving federal and state support for their AVCs. The reported amounts received varied as follows:

- **nearly 100% support in 8 states (31%),**
- **moderate support in 6 states (23%), and**
- **minor support in 12 states (46%).**

Local support is available to AVCs in a variety of forms. Those that are primary sources of support for AVCs include (1) special districts with taxing authority and (2) consortia with the authority to assess member school districts on their "ability to pay," size, or the number of students included in a contractual arrangement with an AVC. **Twelve states (46%) reported that their AVCs' primary source of support involved the ability to tax, to assess, or a contractual arrangement at the local level.**

Ten states (39%) reported tuition to be a source of funding for their AVCs. **It appeared to be a significant revenue source in four or five states (15-20%).**

WHAT IS THE MEAN OR RANGE OF THE AVC TUITION RATES IN YOUR STATE?

Sixteen states (61%) reported that there were no tuition charges for enrollment in their AVCs. The tuition rates for the remaining 10 states (39%) ranged from $4000-$5000 on the east coast to less than $500 in the midwest.

WHO IS BEING SERVED BY THE AVCS IN YOUR STATE?

Nearly 100% of the states reported that secondary school students were their primary clientele. Fifteen states (58%) indicated that they also served the career

development needs of adult students. Five of the 15 indicated that adult enrollments were permitted only on a "space available" basis with priority given to secondary school students.

WHO OWNS THE AVCS IN YOUR STATE?

A few states appear to have mixed ownership arrangements for their AVCs. However, in general, ownership of the AVCs in the surveyed states was distributed as follows:

- **7 states (26%) have state-owned AVCs,**
- **5 states (18%) have AVCs owned by special districts, boards, or consortia, and**
- **16 states (56%) have AVCs owned by local school districts.**

HOW ARE THE AVCS GOVERNED IN YOUR STATE?

As with ownership, a few states in this survey reported mixed arrangements for governing the AVCs. In general, the governance of AVCs in these states was reported to be as follows:

- **1 state (3%) has State Board control,**
- **2 states (7%) have County Board control,**
- **15 states (48%) have special separate boards of control, and**
- **13 (42%) states have local school district boards in control of the AVCs.**

WHAT NEW AND/OR INNOVATIVE PROGRAMS ARE BEING OFFERED BY AVCS IN YOUR STATE?

New and innovative programs are being offered to some degree in AVCs within every one of the states contacted in this survey. A summary accounting of each type of program is presented here.

Tech Prep. Virtually every state has one or more AVCs that is implementing a tech prep program. Most were reported to be in their first year of implementation.

Youth Apprenticeship. About one-half of the states surveyed indicated that youth apprenticeship programs have been implemented in one or more of their AVCs. Again, most of these efforts are in their early stages of development.

Some respondents reported strong state-level support for and much success in implementing youth apprenticeship programs. For example, one large-city AVC in the midwest has joined hands with a local German-owned business to offer a youth apprenticeship program. This program is based upon the European model and funded primarily by the German corporation which owns the local business.

JTPA Programs. About three-fourths of the states surveyed indicated that JTPA-funded programs have been implemented in one or more of their AVCs.

Regional Education Centers. Four states indicated that they have AVCs which serve as regional education centers. These centers provide high-cost and/or low-incidence non-

vocational programs on a regional basis. Examples include physics, language, and mathematics taught to college-bound students by non-vocational teachers at the AVC. In one state, the program is offered only in the summer months because there is no room for it in the AVCs during the regular school year.

Business/Industry Connections. A number of states reported that their AVCs had implemented vocational education programs whose delivery was grounded in some non-traditional connection between the AVCs and local business and industry. The most frequently cited example was AVCs providing customized training for local business and industrial personnel in an open-entry/open-exit and competency-based format. The key to success in these endeavors is the speed in which AVCs can turn requests for training into training programs.

Some states also reported that one or more of their AVCs was/were providing evening classes for retraining and upgrading local adult workers. The key to success with these programs is identifying and responding to the training needs within the local adult workforce.

Some different modes of scheduling and delivering vocational instruction and training were found in a few states. These too made use of some business/industry connection with the AVCs. Examples include an AVC which offered off-campus courses right in the "corporate world" during the noon hour and another that offered off-campus courses in a local shopping mall.

Finally, one state reported AVCs doing "less-than-class-size contracting" with local businesses and industrial concerns. Students with individual, very specialized, low-incidence, and/or high-cost training needs are being served. They receive their vocational instruction off campus in a business or industry setting under a formal contractual agreement between the AVC and the participating business or industry.

Distance Education. A few states reported that one or more of their AVCs have implemented distance education strategies to better serve the vocational education needs of youth and adult clients. Mobile vocational education laboratories are being used in at least three states to serve the sparsely populated areas of the state and/or to bring expansive high-tech vocational instruction where needed in the state.

Satellite transmission or two-way video over fiber optic telephone linkages are being used in three states to provide vocational instruction beyond the campuses of the AVCs.

Career Guidance. Three states reported that their AVCs were providing career guidance services/activities for students in sending schools. One state has full-time, AVC-based guidance personnel. They work directly with sending-school guidance counselors in providing vocational guidance services/activities for students in the sending schools. In another state, AVCs offer on their campuses pre-vocational instruction for 9th and 10th grade students and their teachers from the sending schools served by the AVCs. In a third state, the AVCs offer 9th grade pre-vocational exploratory courses to assist student's career development decision making.

The interaction between the AVCs and the counselors, teachers, and students in the

sending schools served by the AVCs is viewed as having much overall benefit for the AVCs. If it were otherwise, the AVCs probably would not continue to offer and promote these on- and off-campus career guidance activities.

High-Tech. In addition to the state that reported its use of high-tech mobile laboratories, only one other state reported that high-tech curricula were becoming a major focus of the AVCs throughout the state.

Applied Academics. Six of the responding states (23%) reported that one or more of their AVCs were offering some type of applied academic or integrated studies courses. In some of these states the units of credit earned are counted toward meeting high-school graduation requirements in math, science, and communications.

Specialized Schools. Four of the responding states (15%) reported that one or more of their AVCs had taken or more specialized missions. They had become magnet schools, academies, or campuses with very specialized vocational programs, e.g. aviation.

Special Education Five of the responding states (18%) reported that one or more of their AVCs provided special programs to serve the vocational education needs of special populations of students. The availability of funding to support vocational programs for special populations helped to get these programs started in the AVCs. Respondents from some of these states suggested that a large emphasis on providing vocational education and services for special populations is detrimental to AVCs in the long run. It reinforces the stereotypic notion that vocational education and AVCs have very little to offer to students, other than to those with special needs.

WHAT DOES THE FUTURE HOLD FOR AVCS IN YOUR STATE?

About one-third of the states surveyed indicated that things did not look good for vocational education and the AVCs in their states. The most often cited reasons for the negative responses were **(1) declining state populations, (2) increasing high-school graduation requirements, (3) decreasing high-school enrollments, and (4) shifting vocational education from the secondary to the postsecondary level.**

The remaining two-thirds of the states in this survey indicated that the outlook for their AVCs was positive. Comments offered in support of this positive outlook focused on state-level support for **(1) integration of academics and vocational education, (2) youth apprenticeship programs, (3) competency-based curriculum, (4) mandated vocational and college-prep tracks, and (5) certification folios. However, strong support from local business and industry was the most important factor as to whether or not the future looked bright for the AVCs in a particular state.**

The state that appeared to have the most positive outlook for its AVCs attributed its optimism to the strong working relationship that its AVCs have developed with local businesses and industries. In that state this relationship is not left to chance. For example, each AVC in the state has a full-time staff person (Industrial Coordinator) whose job it is to first seek out and

determine the training and development needs of local businesses and industries and then, to form partnerships that support the design and implementation of AVC programs and activities to address the identified training and development needs.

These Industrial Coordinators are trained and certificated by the State Department of Education, which also provides funding for their salaries. It was suggested that those Coordinators who regularly spend time in their AVC offices are not doing their job. They are expected to be out in the community aggressively working with business and industry personnel, not in their offices.

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